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ABSTRACT

This curriculum guide for high school teachers contains eight units that correspond to the Texas Essential Knowledge and Skills (TEKS) for Career Orientation. The units cover the following topics: (1) career planning foundations (interests, aptitudes, and attitudes); (2) locating, analyzing, and applying career information (including information on entrepreneurship); (3) transferable skills; (4) job search skills and international employment; (5) the impact of career choice on personal lifestyle (money management); (6) career planning (setting goals, decision making, and educational requirements); (7) productive work habits and team work skills; and (8) the effects of societal changes on career opportunities. Each unit is divided into one-to-seven stand-alone instructional modules that contain a teacher overview providing the order of presentation of material; notes identifying the instructional purpose of student material; student and teacher information and activity sheets, student tests, and teacher transparency masters; and a teacher answer key. (KC)

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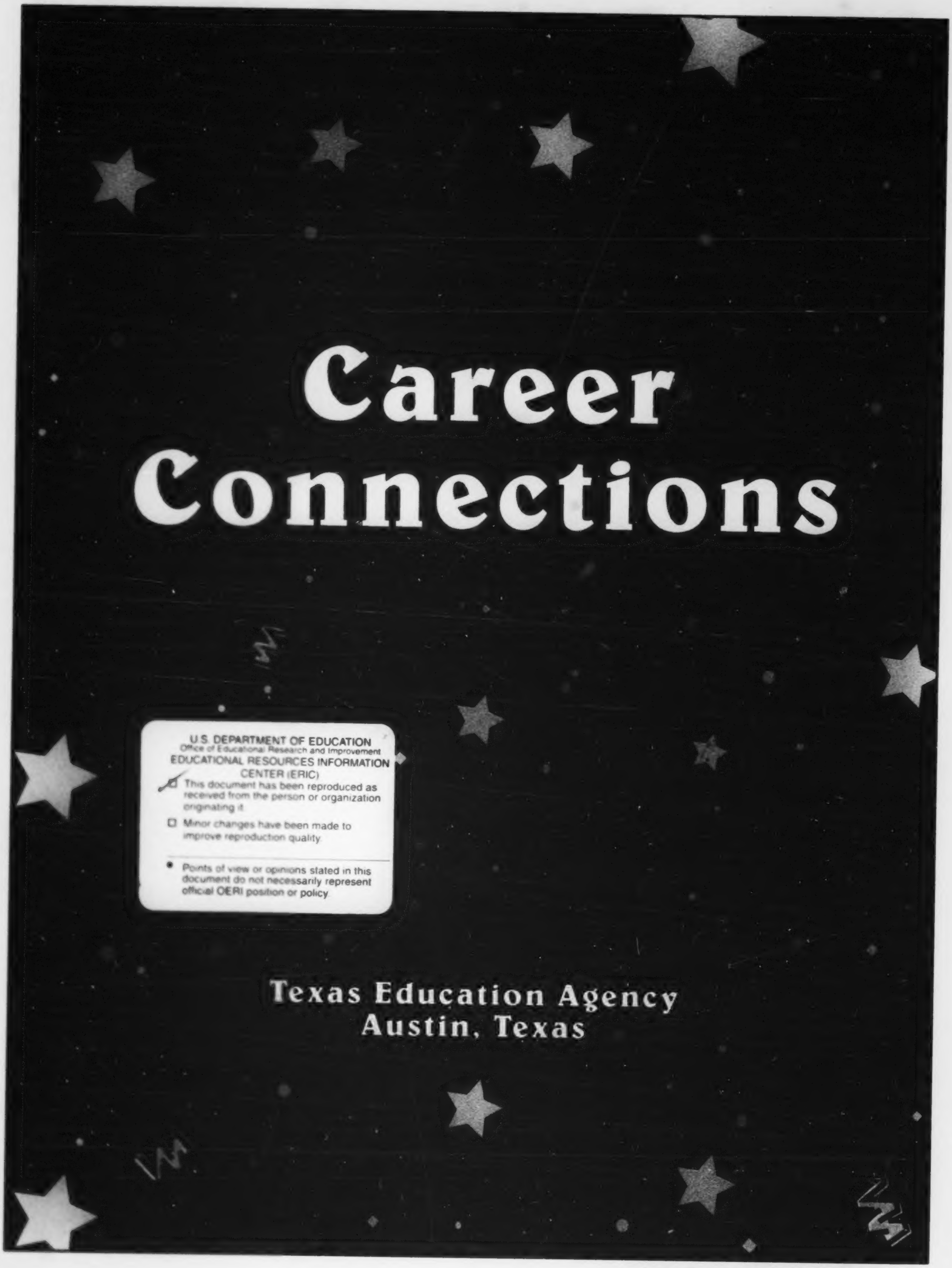

Career Connections

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CAREER CONNECTIONS INSTRUCTIONAL MODULES:

Implementation Materials for Texas Essential Knowledge and Skills

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4

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6

Table of Contents

Read This First vii
Chapter 127. TEKS for Career Orientation ix
TEKS in the Instructional Modules xiii

UNIT-MODULE	TITLE
UNIT I:	**The student analyzes the effect of personal interest and aptitudes upon educational and career planning.**
Unit I-1	Career Planning Foundations
Unit I-2	Interests
Unit I-3	Aptitudes
Unit I-4	Attitudes
UNIT II:	**The student knows how to locate, analyze, and apply career information.**
Unit II-1	Introduction to the Career Groups
Unit II-2	Locating and Using Information About Occupations
Unit II-3	Entrepreneurship
UNIT III:	**The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another.**
Unit III-1	Transferable Skills Expand Career Options
UNIT IV:	**The student knows the process used to locate and secure employment.**
Unit IV-1	Job Acquisition
Unit IV-2	International Opportunities
UNIT V:	**The student recognizes the impact of career choice on personal lifestyle.**
Unit V-1	Personal Money Management
UNIT VI:	**The student knows the process of career planning.**
Unit VI-1	Setting Goals
Unit VI-2	Decision Making

Table of Contents (continued)

UNIT-MODULE	TITLE
Unit VI-3	A Look at the Future
Unit VI-4	Making Career Plans
Unit VI-5	Exploring the High School Curriculum
Unit VI-6	Making A Tentative Graduation Plan
Unit VI-7	Educational/Training Alternatives After High School

UNIT VII: The student knows the importance of productive work habits and attitudes.

UNIT-MODULE	TITLE
Unit VII-1	Productive Work Habits
Unit VII-2	Effective Team Membership

UNIT VIII: The student knows the effect change has on society and career opportunities.

UNIT-MODULE	TITLE
Unit VIII-1	Societal Changes

Read This First!!

- This curriculum contains eight units which correspond directly to the Texas Essential Knowledge and Skills (TEKS). A copy of TEKS for the Career Investigation course is included on pages ix-xi.

- Each unit is divided into stand-alone instructional modules.

- To help you document teaching of the TEKS, "TEKS in the Instructional Modules" is provided on pages xiii-xiv. This tool references specific TEKS addressed in each module.

- Teacher's Overview: This section provides the order of presentation for Information Sheets, Transparency Masters, Activity Sheets, and Tests contained in each instructional module. Brief notes identify the instructional purpose of student materials and aid the teacher in focusing classroom discussions. A Teacher Preparation sheet at the front of the overview shows specifically what the teacher needs to prepare before teaching each module. The tests at the end of each module may also be used as open-book review.

- Color-code Key:

Color-code Key:	Yellow	Teacher Preparation
	White	Student/Teacher Information and Activity Sheets Student Tests Teacher Transparency Masters (TMs)
	Blue	Teacher Answer Key

- Page numbering indicates UNIT-MODULE-PAGE sequence.

For example:

I-3-5
Unit I, Module 3, Page 5

**N
O
T
E**

It is advised that teachers in districts offering both Career Investigations and Career Connections courses coordinate instructional activities to avoid duplication and to build a continuum of Career Orientation knowledge and skills.

Chapter 127. Texas Essential Knowledge and Skills for Career Orientation

Subchapter B. High School

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.

§127.11. Implementation of Texas Essential Knowledge and Skills for Career Orientation, High School.

The provisions of this subchapter shall be effective September 1, 1998.

Source: The provisions of this §127.11 adopted to be effective September 1, 1998, 22 TexReg 5225.

§127.12. Career Connections (One-Half Credit).

(a) General requirements. This course is recommended for students in Grades 9-10.

(b) Introduction. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self-knowledge, educational, and career information to set and achieve realistic career and educational goals.

(c) Knowledge and skills.

(1)	The student analyzes the effect of personal interest and aptitudes upon educational and career planning.	The student is expected to: (A) complete a formal career interest and aptitude assessment; (B) match interests and aptitudes to career opportunities; and (C) begin a personal career portfolio by conducting an in-depth study of the varied aspects of occupations related to the student's interest areas.
(2)	The student knows how to locate, analyze, and apply career information.	The student is expected to: (A) access career information using print and on-line resources to complete an educational and/or training plan for a career pathway; (B) access career information using interviews with business and industry representatives to create a career resource file; (C) complete career critiques gained through a variety of experiences (for example, shadowing, career study tours, guest speakers, career fairs, videos, CD-ROM, Internet, and simulated work activities); and

(D) use career information to apply entrepreneurial skills by developing a small business plan.

(3) The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another.

The student is expected to:

(A) compile a list of transferable skills with a corresponding list of possible career options matching the student's interests and aptitudes to be placed in the personal career portfolio; and

(B) create a presentation portraying transferable skills within the student's interest area.

(4) The student knows the process used to locate and secure employment.

The student is expected to:

(A) prepare a Venn diagram comparing and contrasting employment opportunities of our free enterprise system and the economic systems of the international job market;

(B) develop a chart classifying employment opportunities based on educational and training requirements of careers in the student's interest area;

(C) complete a job application form for an employment opportunity in the student's interest area;

(D) develop a resume for an employment opportunity in the student's interest area; and

(E) role-play appropriate interviewing techniques for an employment opportunity in the student's interest area.

(5) The student recognizes the impact of career choice on personal lifestyle.

The student is expected to:

(A) prepare a personal budget reflecting lifestyle desires;

(B) use print or on-line information to determine salaries of at least three career choices in the student's interest area with varying education requirements (for example, no high school diploma, high school diploma, and post secondary training); and

(C) select the career most closely matching the student's personal lifestyle budget.

(6) The student knows the process of career planning.

The student is expected to:

(A) list and explain the steps in the decision-making process;

(B) prepare an oral or written plan describing the specific factors considered in the decision-making process used to solve a simulated career problem;

(C) identify high school courses related to specific career choices in the student's interest area;

(D) select high school courses and experiences to develop a graduation plan that leads to a specific career choice in the student's interest area;

(E) list and explain educational and/or training alternatives after high school for a career choice within the student's interest area; and

(F) prepare an educational and career plan for an occupation within the student's interest area that begins with entry into high school and continues through a post secondary educational and/or training program and place this information in the personal career portfolio.

(7) The student knows the importance of productive work habits and attitudes.

The student is expected to:

(A) conduct interviews with a minimum of two employers to determine the importance of work ethics such as dependability, promptness, getting along with others, and honesty;

(B) list characteristics of an effective team member;

(C) work on a team to accomplish an assigned task and complete an "effective team member" profile to place in the personal career portfolio; and

(D) write job scenarios demonstrating positive and negative employee/customer relations

(8) The student knows the effect change has on society and career opportunities.

The student is expected to:

(A) cite examples of change in our society;

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(B) compose a report explaining positive and negative aspects of one of the examples of societal change;

(C) develop a timeline covering the last ten years depicting the change in a selected career choice; and

(D) use labor market information, knowledge of technology, and societal and/or economic trends to forecast a job profile for a career in the student's interest area ten years from now and add this profile to the personal career portfolio.

Source: The provisions of this §127.12 adopted to be effective September 1, 1998, 22 TexReg 5225.

CAREER CONNECTIONS:
TEKS in the Instructional Modules

UNIT I: The student analyzes the effect of personal interest and aptitudes upon educational and career planning.

Module 1: Career Planning Foundations
This module introduces the concept of work and lays the foundation for relating personal interests to career selection. No specific TEKS are addressed; this information is prerequisite to TEKS mastery.

Module 2: Interests
TEKS 1(A), 1(B), and 1(C)

Module 3: Aptitudes
TEKS 1(A), 1(B), and 1(C)

UNIT II: The student knows how to locate, analyze, and apply career information.

Module 1: Career Groups
This module instructs students to study the thousands of career possibilities through seven occupational groups. This information does not address specific TEKS, but is necessary prerequisite information to TEKS mastery.

Module 2: Locating and Using Information About Occupations
TEKS 2(A), 2(B), and 2(C)

Module 3: Entrepreneurship
TEKS 2(D)

UNIT III: The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another.

Module 1: Transferable Skills Expand Career Options
TEKS 3(A) and 3(B)

UNIT IV: The student knows the process used to locate and secure employment.

Module 1: Job Acquisition
TEKS 4(B), 4(C), 4(D), and 4(E)

Module 2: International Opportunities
TEKS 4(A)

UNIT V: The student recognizes the impact of career choice on personal lifestyle.

Module 1: Personal Money Management
TEKS 5(A), 5(B), and 5(C)

UNIT VI: The student knows the process of career planning.

Module 1: Setting Goals
This module instructs students in the terms and process of setting and reaching goals. No specific TEKS are addressed; this information is prerequisite to TEKS mastery.

Module 2: Decision Making
TEKS 6(A) and 6(B)

Module 3: A Look at the Future
This module defines terms and gives resources for occupational outlook information. No specific TEKS are addressed, but prerequisite information for TEKS 6(E) and TEKS 8(D) is covered.

Module 4: Making Career Plans
TEKS 6(E)

Module 5: Exploring the High School Curriculum
This module explores the high school curriculum, defining terms and outlining state graduation requirements. No specific TEKS are addressed, but prerequisite information for TEKS 6(C), 6(D), and 6(E) is covered.

Module 6: Making/Updating Your Graduation Plan
TEKS 6(C), and 6(D)

Module 7: Educational/Training Alternatives After High School
TEKS 6(E) and 6(F)

UNIT VII: The student knows the importance of productive work habits and attitudes.

Module 1: Productive Work Habits
TEKS 7(A) and 7(B)

Module 2: Effective Team Membership
TEKS 7(C) and 7(D)

UNIT VIII: The student knows the effect change has on society and career opportunities.

Module 1: How Change Affects You
TEKS 8(A) and 8(B)

Module 2: Careers and Change
TEKS 8(C) and 8(D)

TEACHER PREPARATION

UNIT I

Module 1: *Career Planning Foundations*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (I-1-5)	1 (I-1-7)
	2 (I-1-9)
	3 (I-1-10)
	4 (I-1-11)

UNIT I-1 TEST (I-1-12)

Make Transparencies of:

- TM 1 (I-1-6)
- TM 2 (I-1-8)

Each Student Will Need:

- *a folder or binder for Information and Activity Sheets* (see note at the beginning of the Teacher Overview on I-1-3)
- For ACTIVITY SHEET 3 (I-1-10): *multiple copies of dictionaries for students to use*
- For ACTIVITY SHEET 4 (I-1-11): *one or more copies of the Dictionary of Holland Occupational Codes*

Teacher Note:

During UNIT I, Module 2 you will be administering a formal interest inventory of your selection. A variety of interest assessments are commercially available which range from quick, basic inventories to more thorough, complex ones. Some are developed for use with the general population, while others are particularly geared toward specific need groups such as low/no reading or non-English speaking test-takers. Computer-based assessments are available for those schools that possess the necessary technology. Computer programs on disk or CD's, as well as Internet sites and services, should be explored if applicable to your school's technological capabilities. Talk with your school counselor or career and technology director for advice on selecting assessment instruments. Interest inventories may already be available in your district for your students to use. If not, you will need to place the order for this instrument so that you will receive it in time to administer it to students during Module 2 of UNIT I.

UNIT I

Module 1: *Career Planning Foundations*

TEACHER OVERVIEW

I. Information and Activity Sheets

NOTE The students should keep a folder of the Information and Activity Sheets in this unit and/ or all units in the guide so that this information can be used in the educational/career planning area of study. It is advisable for the teacher to keep the folders in the classroom.

A. **INFORMATION SHEET 1 (I-1-5): WHY WORK?**

1. Have students define what the word "work" means to them.
2. Use **TM 1 (I-1-6): WHAT ONE PERSON CONSIDERS WORK MAY BE SOMETHING ANOTHER PERSON CONSIDERS FUN**, to reinforce that there will be different definitions.
3. Stress the importance of how work affects people.
4. Ask students to give examples of how lifestyles of people in their community are influenced by their work.
5. Stress to students that work serves to identify people. For example, they are students of ____________________ (insert the name of your school). Also, people can be stereotyped by their work; for example, librarians are thought of as being smart, football players as being big, etc.

B. To gain an understanding of their needs as related to career choice, have the students complete **ACTIVITY SHEET 1 (I-1-7): NEEDS LIST.**

C. To reinforce the different reasons that people work, use **TM 2 (I-1-8): REASONS FOR WORKING.**

1. Have students ask parents, relatives, neighbors, etc., reasons that they work.
2. Complete **ACTIVITY SHEET 2 (I-1-9): WHAT'S IMPORTANT TO YOU?**

D. To lay the foundation for Module 2, Interests, have students complete **ACTIVITY SHEET 3 (I-1-10): YOU AND YOUR INTERESTS**

NOTE Dictionaries should be provided to assist students in this activity; depending on the time limit, the number of adjectives may be reduced.

E. Have students complete **ACTIVITY SHEET 4 (I-1-11): PEOPLE WITH THE SAME INTERESTS**. Following the instructions in the Teacher Answer Key (I-1-13), assist students in using the *Dictionary of Holland Occupational Codes* to match interests to related careers.

NOTE This activity is intended to provide a transition for students into the next module. Students will need to use the results from this activity in Unit II, Module 1, ACTIVITY SHEET 2 (II-1-8).

II. Unit I-1 Test (I-1-12)

III. Answers to Activity Sheets and Unit I-1 Test (I-1-13, 14)

INFORMATION SHEET 1: WHY WORK?

I. What Is Work?

A. Work is activity directed toward getting something done.

B. What you consider as work may be something another person does for fun.

II. Why Is Work Important to You?

A. Half of a person's lifetime is spent working.

B. Most of a person's waking hours are spent working.

C. Work may influence things such as:

1. The amount of money you have available
2. What you do in your spare time
3. The home in which you live
4. The people with whom you come in contact

III. Why Work? People work for reasons such as the following:

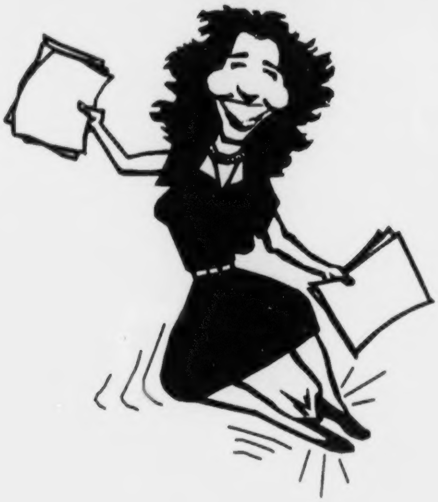
A. To make or have money

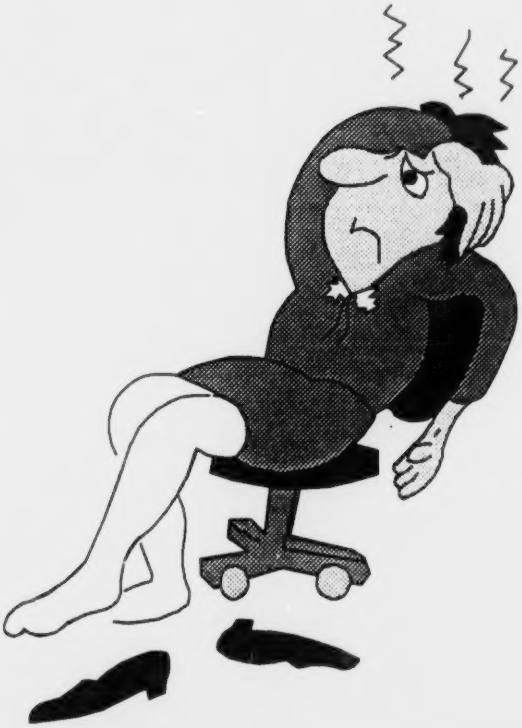
B. To be with others

C. To be admired by yourself and others

D. To be independent of others (For example, so you do not have to depend on your parents for support.)

WHAT ONE PERSON CONSIDERS WORK MAY BE SOMETHING ANOTHER PERSON CONSIDERS FUN





TM 1

ACTIVITY SHEET 1: NEEDS LIST

DIRECTIONS: Rate each need (on a scale of 1—very important, to 5—unimportant) according to how important you believe it is to you. Since people are different, your individual responses will differ. You may find it helpful to think of various school or work situations when making your ratings.

LIST OF NEEDS:

____ to achieve what I want

____ to be well known

____ to have friends

____ to have someone to "lean on"

____ to help others

____ to have enough money

____ ____________________

____ ____________________

____ to be in charge

____ to be able to express myself

____ to be able to be creative

____ to be on my own

____ to have the approval of others

____ ____________________

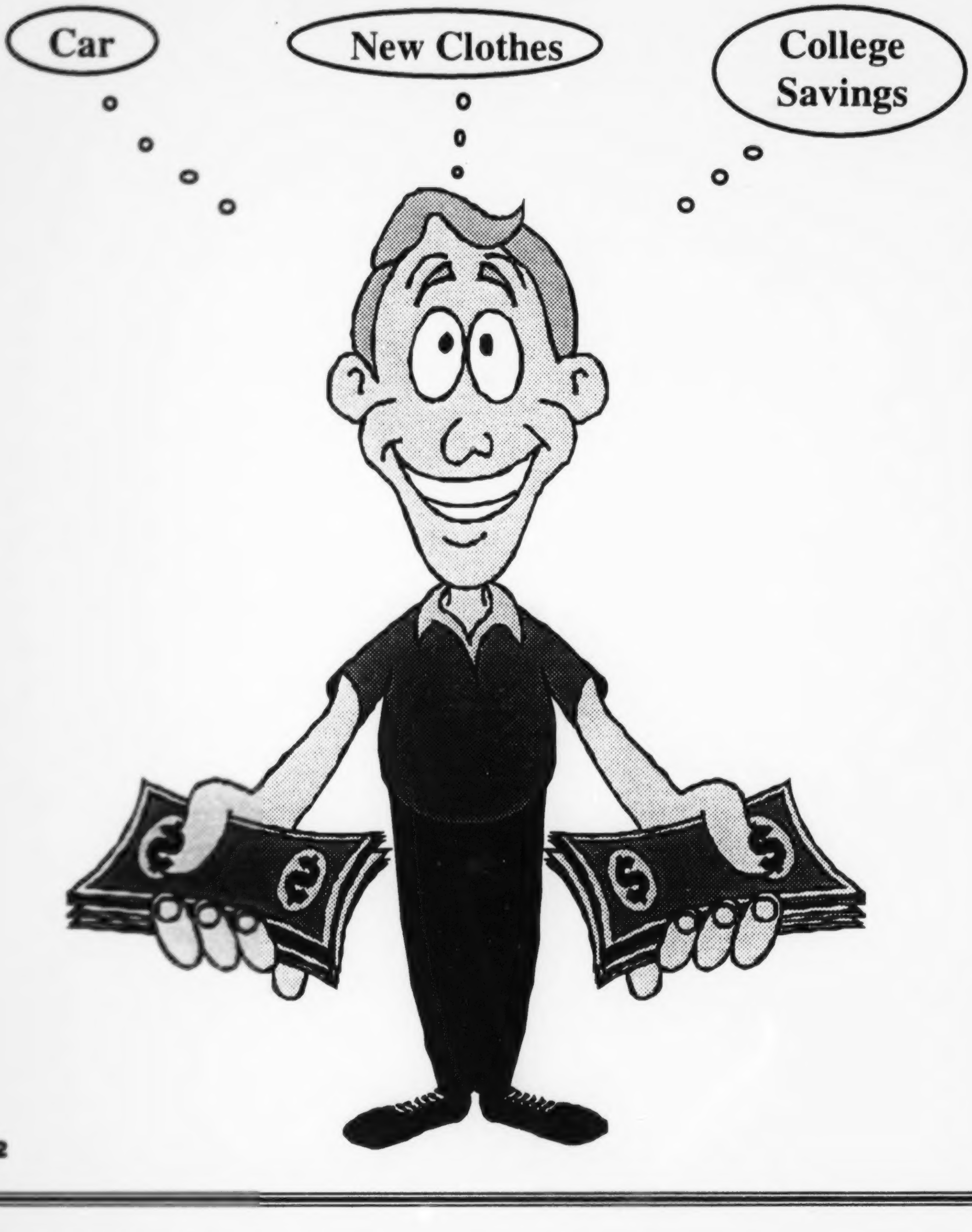
____ ____________________

____ ____________________

(Feel free to add and rate any other needs you feel are very important to you.)

For those you rated "very important," list ways you would try to fulfill those needs.

REASONS FOR WORKING


Car
New Clothes
College Savings

TM 2

ACTIVITY SHEET 2: WHAT'S IMPORTANT TO YOU?

DIRECTIONS: When you go to work, what is going to be important to you? Rank the items from 1—most important to 12—least important. If you have other reasons for working, include them in your rating.

_____ security

_____ salary

_____ right hours

_____ where you work (city, state, country)

_____ having friends who work there

_____ can receive additional training

_____ to be satisfied with your work

_____ right working conditions (nice office, good location, etc.)

_____ chance for promotion(s)

_____ good fringe benefits

_____ like the company and what it does

_____ to be independent (be my own boss)

_____ ____

_____ ____

LIST THE TOP FIVE CHOICES HERE

____

____

____

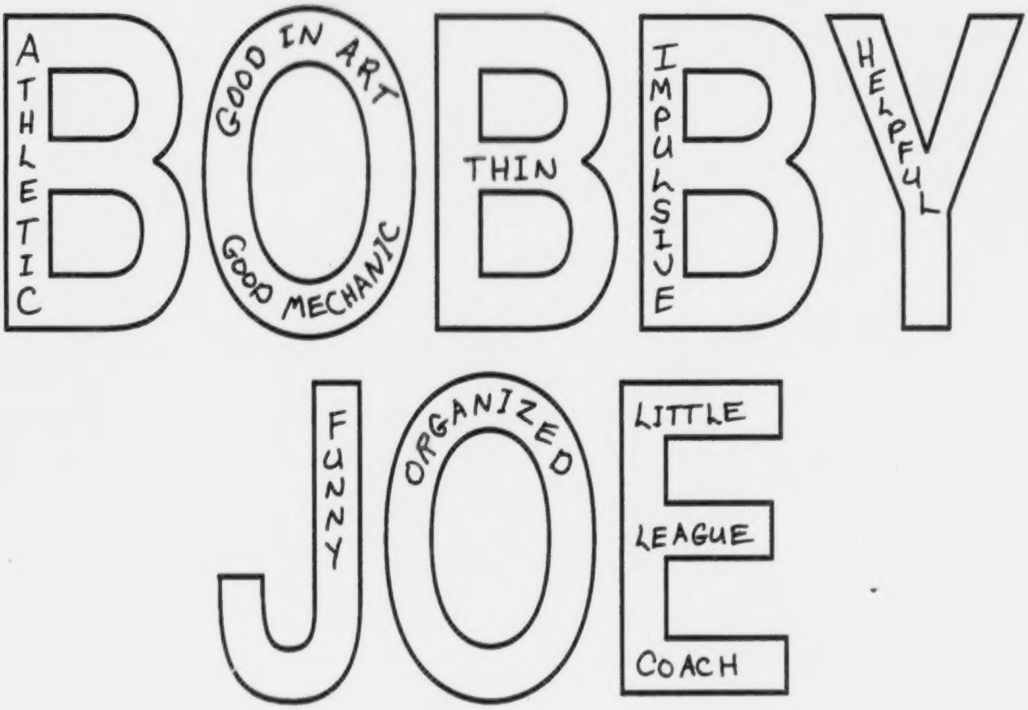
____

____

ACTIVITY SHEET 3: YOU AND YOUR INTERESTS

DIRECTIONS:

1. List twenty adjectives that describe you and your interests.
2. Cut out your name using any design you wish.
3. List the twenty adjectives on the design.
4. Keep your finished design. You will use it in another activity later in this course.


BOBBY
JOE
ATHLETIC
GOOD IN ART
GOOD MECHANIC
THIN
IMPULSIVE
HELPFUL
FUNNY
ORGANIZED
LITTLE
LEAGUE
COACH

ACTIVITY SHEET 4: PEOPLE WITH THE SAME INTERESTS

DIRECTIONS: Below is a diagram of a room in which a party is taking place. Those not dancing have all gathered in the corners because of their similar interests. Answer the questions below after viewing the diagram.

A Students who enjoy athletics, being outdoors, and using machines and or tools.	**B** Students who like to help others. They're always trying to "patch" hurt feelings, break up fights, and help anyone with any problems they are having.	**C** Students who are the leaders of the school. The Student Council Officers, the National Junior Society Officers, etc.
D Those students who enjoy typing, math, computers, and any business-related courses.	**E** Those students who enjoy art, choir, band, drama, etc.	**F** Those students who usually make the highest grades in school. They enjoy trying to figure out solutions to problems.

1. If you attended this party, which corner of the room would you be drawn to, or which group would you enjoy being with for the longest period of time? You do not have to do any talking—you can just listen. Write down the letter of your choice and things about the group that interest you the most.

2. Assume that the group you chose had to leave to attend a banquet. Of the groups that remain now, which would you choose? Again, write down the letter and things about the group that interests you the most.

3. Suppose the last group also had to leave to attend the banquet. Of the groups that remain now, which would you choose? Write down the letter of your choice and things about the group that interests you the most.

UNIT I-1 TEST

A. Answer the following questions in complete sentences.

I. What is "work"?

II. Why is work important to an individual?

III. What are reasons an individual may have for working?

B. Identify reasons why you would like to work in the future.
Explain your reasons.

UNIT I
Module 1: *Career Planning Foundations*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1-3

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 4

1. Match the students' answers to the letter code:

ANSWER	LETTER CODE	INTERPRETATION
A	R	Careers classified as Realistic (R) tend to involve concrete and practical activity involving machines, tools, or materials.
B	S	Careers classified as Social (S) involve working with people in a helpful way.
C	E	Careers classified as Enterprising (E) involve working with people in a supervisory or persuasive way.
D	C	Careers classified as Conventional (C) involve working with things, numbers, or machines in an orderly way to meet the regular and predictable needs of an organization.
E	A	Careers classified as Artistic (A) involve creative work in the arts: music, writing, performance, sculpture, etc.
F	I	Careers classified as Investigative (I) involve analytical or intellectual activity aimed at problem solving, trouble shooting, or the creation and use of knowledge.

2. Obtain the three-letter Holland Code. The first letter is the most important. It shows the major category into which the career falls and conveys the most information about the career.

3. Using the three-letter code obtained for the students, assist them in using the *Dictionary of Holland Occupational Codes* to match their interests/personality types to appropriate careers.

UNIT I-1

ANSWERS TO UNIT TEST

A. Evaluated to the satisfaction of the teacher.
See Information Sheet 1, page I-1-5, for points that students may include in answers.

B. Evaluated to the satisfaction of the teacher.

TEACHER PREPARATION

UNIT I

Module 2: *Interests*

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (I-2-5)
2 (I-2-6, 7)

ACTIVITY SHEETS:
1 (I-2-10, 11, 12)
2 (I-2-13, 14, 15, 16, 17)
3 (I-2-18, 19, 20)
4 (I-2-21)
5 (I-2-24)
6 (I-2-26)

UNIT I-2 TEST (I-2-27, 28)

Make Transparencies of:

- TM 1 (I-2-8)
- TM 2 (I-2-9)
- TM 3 (I-2-22)
- TM 4 (I-2-23)
- TM 5 (I-2-25)

Additional Preparation:

- Multiple career information resources should be made available for use in this module.

UNIT I
Module 2: *Interests*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (I-2-5): TERMS AND DEFINITIONS;** discuss the terms and definitions.

B. **INFORMATION SHEET 2 (I-2-6, 7): UNDERSTANDING YOUR INTERESTS**

1. Discuss the Information Sheet with students.

2. Have students give examples of how interests affect one's way of life.

3. Have students survey parents, relatives, teachers, etc., to discover if they had (or currently have) hobbies similar to their careers.

4. Show the following transparencies to reinforce the variety of ways to discover interests:

   a. **TM 1 (I-2-8): INTERESTS INFLUENCE THE CAREER YOU CHOOSE**

   b. **TM 2 (I-2-9): ASK YOURSELF QUESTIONS TO FIND OUT WHAT YOUR INTERESTS ARE**

5. To assist students in discovering their own interests, activities will include informal interest inventories followed by the formal interest inventory you have selected. Be sure that students understand that they may be interested in several different career choices at this time in their lives and that they are likely to see their interest change with time and experience. The purpose of asking students to select one career to research during this semester course is NOT to lock them into a specific career decision. Rather, the career choice is used to help students learn:

   1) how to research job outlook, requirements, and training possibilities,

   2) how to match job duties and environments with their own interests and personal values, and

   3) how to locate and secure employment once they have decided on a specific career path. These skills are meant to help the students throughout their lives as their employment interests and needs change.

NOTE Instruct students to place completed activities in their career portfolios.

   a. **ACTIVITY SHEET 1 (I-2-10, 11, 12): INTEREST AND ACTIVITY APPRAISAL CHART**

b. **ACTIVITY SHEET 2 (I-2-13, 14, 15, 16, 17): CAREER SOURCE INTEREST INVENTORY.**

c. **ACTIVITY SHEET 3 (I-2-18, 19, 20): TEXAS JOB HUNTER'S GUIDE INTEREST INVENTORY.**

d. **ACTIVITY SHEET 4 (I-2-21): FORMAL INTEREST INVENTORY.** Administer the formal inventory you selected for your students according to the standardized instructions.

6. Use **TM 3 (I-2-22): DON'T STOP WHEN YOU FIND OUT WHAT YOUR INTERESTS ARE** to reinforce the importance of learning more about the careers that match their interests.

7. Use **TM 4 (I-2-23): COMPARING PERSONAL AND JOB DESCRIPTIONS** to clarify ACTIVITY SHEET 5.

8. **ACTIVITY SHEET 5 (I-2-24): COMPARING PERSONAL AND JOB DESCRIPTIONS.** Students will use their name design and adjectives from Unit I, Module 1, ACTIVITY SHEET 3 (I-1-10). They will add a job title with descriptions in order to compare personal characteristics with job requirements.

9. Use **TM 5 (I-2-25): VENN DIAGRAM** to clarify ACTIVITY SHEET 6.

10. **ACTIVITY SHEET 6 (I-2-26): VENN DIAGRAM–PERSONAL CHARACTERISTICS AND JOB DESCRIPTIONS.** Students will use a Venn diagram to compare and contrast their personal characteristics with job descriptions.

II. Unit I-2 Test (I-2-27, 28)

III. Answers to Activity Sheets and Unit I-2 Test (I-2-29, 30)

UNIT 1

Module 2: *Interests*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

CHECKLIST	a form on which you place a check mark next to a list of those tasks or careers that would interest you; you are then asked to see if there is a pattern to the check marks, in order to help you in determining those careers that would fit your interests
ELECTIVES	those courses that you choose to take
HOBBY	something that you do often for fun or leisure (if you are free to do anything you wish)
INTERESTS	something to which you give special attention
INVENTORY	estimate of your interests based upon responses to a set of questions concerning your likes and dislikes; most scores are obtained by comparing your responses to those individuals in the career
PRESTIGE	a need to be famous or have the respect of others
RISK	chance of getting hurt, or of losing, failing, etc.; danger
TASK	an "everyday" duty that is required in order to complete a job assignment

INFORMATION SHEET 2: UNDERSTANDING YOUR INTERESTS

I. Why You Should Learn What Your Interests Are

- A. Interests affect your way of life.
  - 1. The hobby(ies) you pursue
  - 2. The people with whom you come in contact
  - 3. The money you need to pursue your interests

- B. Your interests often satisfy social/emotional needs.
  EXAMPLE: prestige, security, etc.
- C. Interests influence greatly the career you choose.
  - 1. If you are interested in something, you will put forth extra effort and time in learning more about it.
  - 2. Your interests influence your experiences.
    - a. Studies show you are more likely to choose a career that you know something about.
    - b. Studies also show you are more likely to choose a career if you have known someone who had the career.

II. How You Can Find Out What Your Interests Are

- A. Ask yourself these questions:
  - 1. How do I spend my spare time?
  - 2. What classes have I chosen as electives in school?
  - 3. What are my hobbies?
  - 4. If I seem to change hobbies often, is there a pattern to the types of hobbies I pursue?

    EXAMPLE: Drawing, cartoons; drawing, mechanical; painting, artistic.
  - 5. Is there a pattern to the type of television shows I watch, the books I read, the articles in magazines and newspapers that catch my eye, etc.?

B. Complete the measures of interest

1. Checklists, and
2. Inventories

III. What to Do After You Know What Your Interests Are

A. Use resources that will assist you in matching your interests to different careers.

1. *Occupational Outlook Handbook*
2. *Dictionary of Occupational Titles*
3. *Dictionary of Holland Occupational Codes*
4. Videos about careers
5. On-line career information

B. Find out all you can about those careers that match your interests.

1. Check out books from your school and/or community library that contain information about the careers.
2. Talk to people who currently have the careers.
3. Talk to your school counselor.
4. Visit the places where the careers are performed.
5. Look for information on different careers that are similar to those that match your interests.

NOTE

Always remember that your interests could change as you are exposed to new experiences.

INTERESTS INFLUENCE THE CAREER YOU CHOOSE

TM 1

ASK YOURSELF QUESTIONS TO FIND OUT WHAT YOUR INTERESTS ARE

HOW DO I SPEND MY SPARE TIME?

WHAT BOOKS DO I READ?

WHAT ARE MY HOBBIES?

WHAT TELEVISION SHOWS DO I WATCH?

WHAT CLASSES DID I CHOOSE AS ELECTIVES?

TM 2

ACTIVITY SHEET 1: INTEREST AND ACTIVITY APPRAISAL CHART

DIRECTIONS: Complete the Interest and Activity Appraisal Chart on page I-2-12 according to the following directions.

1. List ten of your present interests or activities.
2. After you complete the list, go back and rank them in order of those you like the most—number 1 being the most important.
3. Estimate how often you do this activity—daily, weekly, monthly, etc.
4. Note whether you prefer to do the activity alone or with someone.
5. Note whether you like to be indoors or outdoors.
6. Estimate the cost of doing the activity.
7. Place a check mark in the box if there is some kind of risk involved.
8. Place a check mark in the box if the activity gives you prestige.
9. After completing the appraisal, list in the last column a career or careers that might relate to each interest or activity.
10. After completing the chart, answer the following questions:
    A. If you found that your interests often involve people, name careers that would require working closely with people.

    B. If you found that your interests often have more to do with either indoors or outdoors, name careers that would fit this need.

C. If money is an important factor to your interests, can you think of careers that would satisfy both your need for money and your interests?

D. If you found that most of your interests contain an element of risk, what careers can you think of that would contain some form of risk?

E. If prestige seemed to be important to you, can you name careers that would provide you prestige?

F. Write down any careers that you mentioned twice or more. Use available resources to find out more information concerning these careers.

ACTIVITY SHEET 1: INTEREST AND ACTIVITY APPRAISAL CHART

	INTERESTS AND/OR ACTIVITIES	RANK	HOW OFTEN	PEOPLE/ ALONE	INDOORS/ OUTDOORS	RISK	MONEY	PRESTIGE	CAREER
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									

ACTIVITY SHEET 2: CAREER SOURCE INTEREST INVENTORY

DIRECTIONS: The checklist of interests given below may help you decide what type of occupational area you would enjoy. Read each of the statements carefully. This is a checklist of interests, not skills. Don't think about whether you have the training, experience, or education to do the activity. Beside each activity put an "X" if you would like it.

___ 1. Work with machines and equipment

___ 2. Make decisions

___ 3. Be creative

___ 4. Lead and influence people

___ 5. Volunteer

___ 6. Have your own business

___ 7. Find ways a business can save money

___ 8. Work with your hands

___ 9. Be a committee chairperson

___ 10. Design computer games and programs

___ 11. Travel

___ 12. Make arrangements over the phone

___ 13. Help sick people get well

___ 14. Take a dance class

___ 15. Perform in a play

___ 16. Fix machinery

___ 17. Run for public office

___ 18. Work outdoors

___ 19. Study the environment

___ 20. Play games that require strategy

___ 21. Use your physical coordination

___ 22. See tangible results of your work

___ 23. Debate political and social issues on TV

___ 24. Work on a farm or help save a rain forest

___ 25. Perform science lab experiments

___ 26. Learn about and study the economy

___ 27. Get involved in a charity or community organization

___ 28. Conduct a religious service

___ 29. Manage an art gallery

___ 30. Do research

___ 31. Set up a stereo system

___ 32. Write a short story, play, or novel

___ 33. Work in a politician's office

___ 34. Build a model

___ 35. Repair an engine

___ 36. Identify a constellation of stars

___ 37. Use your "street smarts" to develop solutions to problems

___ 38. Work with senior citizens

___ 39. Set up a budget for running a company

___ 40. Use a high-tech medical instrument

___ 41. Design a new line of clothes

___ 42. Keep accurate records of a business

___ 43. Sell products on commission

___ 44. Write for a newspaper, magazine, or write a book

___ 45. Operate heavy equipment

___ 46. Study nature and the pollution of the environment

___ 47. Bargain at a flea market

___ 48. Write a movie or screenplay

___ 49. Build cabinets or furniture

BEST COPY AVAILABLE

___ 50. Prepare graphs with charts and statistics

___ 51. Do fast-paced high pressure sales work

___ 52. Play a musical instrument or sing

___ 53. Work with babies and children

___ 54. Read science fiction

___ 55. Redecorate your room

___ 56. Work with animals

___ 57. Meet new people

___ 58. Read science magazines and study how-to guides

___ 59. Talk to groups of people

___ 60. Organize an activity for a group of friends

___ 61. Apply mechanical principles to practical situations

___ 62. Study foreign languages

___ 63. Develop your own routine and structure

___ 64. "Market" a new product, idea, or service

___ 65. Learn by and through your own experience

___ 66. Take a pottery class

___ 67. Play trivia games

___ 68. Use your memory for names, places, or dates

___ 69. Sway other people's opinions and views

___ 70. Act as a mediator to resolve a dispute

___ 71. Help to correct or alleviate pain in others

___ 72. Spend "quality" time with your family and friends

Evaluate Yourself

In the list below, circle every number which you checked off. For example, if you selected "Work Outdoors," circle number 18.

D 1, 8, 16, 18, 21, 22, 31, 34, 35, 45, 49, 58
T 19, 20, 25, 26, 30, 36, 39, 40, 46, 54, 61, 62
C 3, 10, 14, 15, 29, 32, 41, 44, 48, 52, 55, 66
H 5, 13, 24, 27, 28, 33, 38, 53, 56, 70, 71, 72
O 2, 7, 11, 12, 42, 47, 50, 57, 59, 60, 67, 68
P 4, 6, 9, 17, 23, 37, 43, 51, 63, 64, 65, 69

Next, transfer your total for each line to the proper spaces below. For example, if your total for D is 6 items circled, write the number 6 on line D below.

_____ **D.** Doer

_____ **C.** Creator

_____ **O.** Organizer

_____ **T.** Thinker

_____ **H.** Helper

_____ **P.** Persuader

A description of each personality type is provided on the following pages.

Doer

A doer is a person who likes to make things with his/her hands or by using tools. Doers vary greatly. Some have a skill in a trade or craft like woodworking, sewing or carving. Others have a kinesthetic strength, which means they engage in physical activities such as swimming, biking, and jogging. Some do well in competitive sports and easily motivate themselves, while other doers prefer directions and instructions. They are highly dependable, punctual, detailed, hard-working and reliable individuals. But the one thing that all doers have in common is that they all like to accomplish tasks. Doers prefer to be given work instead of having to come up with something themselves.

Career Possibilities

- Carpenter
- Computer Operator
- Drywall Installer
- Word Processor
- Cashier
- Insurance Claims Clerk
- Heavy Equip. Operator
- Data Entry Clerk
- Plumber
- Camera Operator
- Butcher
- Medical Secretary
- Bookkeeper
- Legal Secretary
- Welder
- Medical Records Tech.
- Medical Assistant
- Refinery Worker
- Bank Teller
- Brick Mason
- A/C Repairperson
- Barber
- Flight Attendant
- Statistician
- Athlete
- Electrician
- Dental Assistant
- Photo Developer
- Paralegal
- Roofer

Thinker

Thinkers are people who are scientific and lab-oriented, and are fascinated by how things work. They tend to have logical and mathematical intelligence and are more comfortable with things than with people. Thinkers are complex, curious, research oriented, cool, calm and collected individuals who prefer to keep their emotions in control. Thinkers ask many questions like "Where does the universe end?" or "What happens after we die?". They tend to reason things out logically and clearly and they devise experiments to test out things they don't understand. It is this need to investigate that is common to all thinkers.

Career Possibilities

- Fire Inspector
- Historian
- Chemist
- Computer Programmer
- Aeronautical Engineer
- Archeologist
- Judge
- Microbiologist
- Geologist
- Editor
- Entomologist
- Systems Analyst
- Professor
- Economist
- Surgeon
- Marine Biologist
- Astronomer
- Optometrist
- Geneticist
- Financial Manager
- Petroleum Engineer
- Atmospheric Scientist
- Meteorologist
- Pharmacist
- Insurance Appraiser
- Biological Scientist
- Accountant
- Mathematical Scientist
- Police Detective
- Oral Surgeon

Creator

Creators are people who like to make things by using their imagination. Creators tend to spend free time engaged in activities such as painting, writing or maybe playing a musical instrument. Creators sometimes keep time rhythmically to music or remember melodies. They have highly developed imaginations and at times spin tall tales or tell jokes and stories. Creators tend to march to the beat of a different drummer in their style of dress, behavior or attitude. Creators prefer originality and choose to make their own work as opposed to being given directions.

Career Possibilities

- Sculptor
- Director
- Dancer
- Jeweler
- Columnist
- Police Artist
- Choreographer
- Writer
- Landscape Architect
- Comedian
- Poet
- Floral Designer
- Designer
- Singer
- Cosmetologist
- Cartoonist
- Screen Writer
- Newscaster
- Composer
- Actor
- Interior Designer
- Graphic Designer
- Reporter
- Disc Jockey
- Photographer
- Architect
- Musician
- Make-up Artist
- Marketing Supervisor
- Medical Illustrator

Helper

Helpers are people who enjoy helping others and tend to have a lot of empathy for the feelings of others. Helpers act as mediators when disputes arise. Helpers follow their emotions as well as their heads. They like to give of themselves and feel good by making others happy. Helpers see themselves as individuals who can correct or alleviate pain in others. They are not highly competitive, yet are deeply devoted and committed to their friends, family, and work. Careers pertaining to helpers vary greatly. Some require vast amounts of knowledge, as in the medical professions. Others involve a high degree of danger, as in police work.

Career Possibilities

- Animal Caretaker
- Receptionist
- Child Care Worker
- Home Health Aide
- Dispatcher
- Firefighter
- Teacher
- Counselor
- Conservation Worker
- Switchboard Operator
- Kindergarten Teacher
- Physical Therapist
- Psychologist
- Park Ranger
- Doctor
- Veterinarian
- Human Services Worker
- Waiter
- Social Worker
- Funeral Director
- Chiropractor
- Nurse
- Caseworker
- Occupational Therapist
- Telephone Operator
- Clergy
- Emergency Med. Tech.
- Police Officer
- Travel Agent
- Dietitian
- Special Ed. Teacher

Organizer

Organizers are people who are good at coordinating people, places, or events. They tend to have a lot of friends, socialize a great deal at school or around the neighborhood, get involved in after-school group activities and enjoy playing group games with others. Organizers have good memories for names, places, dates, or trivia, and tend to spell words accurately and easily. They are highly intelligent in interpersonal matters which means that they are people-persons.

Career Possibilities

- File Clerk
- Air Traffic Controller
- Stock Clerk
- Education Administrator
- Department Manager
- Construction Supervisor
- Personnel Manager
- Hostess
- School Administrator
- Purchasing Agent
- Laborer Supervisor
- Hotel Manager
- Urban Planner
- School Superintendent
- Fast Food Manager
- Librarian
- Parking Lot Attendant
- Financial Manager
- Mail Carrier
- Nursing Administrator
- Farm Manager
- Buyer
- Social Director
- Shipping Clerk
- Museum Technician
- City Manager
- Archivist
- Mapping Scientist
- Treasurer
- Reservations Clerk

Persuader

Persuaders are people who are skilled at swaying others' opinions and views. They prefer to work in their own unique style and like to take risks. Persuaders tend to have a deep sense of self-confidence and react with strong opinions when controversial topics are being discussed. Sometimes they are "street smart," and display a sense of independence or a strong will. Persuaders are easily bored and grow restless with routine and structured jobs or activities. They learn by and through their own experiences and prefer to figure things out by themselves

Career Possibilities

- Stockbroker
- Automobile Salesperson
- Promoter
- Purchasing Agent
- Advertising Sales Agent
- Public Relations Rep.
- Telemarketer
- Account Collector
- Lobbyist
- Police Captain
- Securities Trader
- Lawyer
- Corporate Lawyer
- Retail Salesperson
- Real Estate Sales Agent
- General Manager
- Corporate Exec. Officer
- District Attorney
- TV Producer
- Insurance Sales Agent
- Market Researcher
- Computer Sales Rep.
- Legislator
- Chem. Equip. Sales Rep.
- Sales Engineer
- Coach
- Leasing Agent
- Business Consultant
- Radio & TV Announcer
- Clergyman/woman

ACTIVITY SHEET 3: TEXAS JOB HUNTER'S GUIDE INTEREST INVENTORY

DIRECTIONS: Section 1--

1. Read each statement carefully.
2. Put "L" next to each activity you would like to do.
3. Put "D" next to each activity you would dislike doing.
4. Put "?" if you cannot decide whether you would like or dislike the activity.

GROUP 1

A ______ Write short stories or articles
B ______ Find ways to control air pollution
C ______ Run a beef or dairy farm
D ______ Give tickets to motorists
E ______ Plan and design roads and bridges
F ______ Operate a power saw in a factory
G ______ Operate a computer to send messages
H ______ Sell things at an auction
I ______ Serve meals on a plane
J ______ Help people with their problems
K ______ Manage an office in a large company
L ______ Referee a sporting event

GROUP 2

A ______ Perform magic tricks on TV
B ______ Discover why animals are sick
C ______ Oversee park workers
D ______ Guard money in a bank
E ______ Repair cars and trucks
F ______ Sort fruit according to size
G ______ Put library books on shelves
H ______ Sell cars
I ______ Cut and style hair
J ______ Give hearing or seeing tests
K ______ Teach in a high school
L ______ Perform stunts on TV

GROUP 3

A ______ Play a musical instrument
B ______ Give medical treatment to people
C ______ Care for animals in a zoo
D ______ Fight fires
E ______ Operate a crane to move things
F ______ Put together parts to make cars
G ______ Keep records of workers
H ______ Sell things from door to door
I ______ Park cars
J ______ Work with handicapped children
K ______ Plan ad campaigns for a business
L ______ Manage a football team

GROUP 4

A _____ Dance on stage
B _____ Find ways to grow better crops
C _____ Plant trees and flowers
D _____ Direct police activities
E _____ Paint houses
F _____ Put together computers
G _____ File letters in an office
H _____ Demonstrate things at a fair
I _____ Meet and seat people at concerts
J _____ Help hospital patients
K _____ Approve or disapprove bank loans
L _____ Drive in car races

DIRECTIONS: Section 2--

1. Count the number of L's, D's, and ?'s for each category of activity and mark them in the spaces below.
2. Circle the activities where you have the most L's. These are the work areas that interest you.
3. See the list that follows to learn more about each work area.

	L's	?'s	D's	Work Area
For all A activities	___	___	___	ARTISTIC
For all B activites	___	___	___	SCIENTIFIC
For all C activities	___	___	___	PLANTS AND ANIMALS
For all D activities	___	___	___	PROTECTIVE
For all E activities	___	___	___	MECHANICAL
For all F activities	___	___	___	INDUSTRIAL
For all G activities	___	___	___	BUSINESS DETAIL
For all H activities	___	___	___	SELLING
For all I activities	___	___	___	ACCOMMODATING
For all J activities	___	___	___	HUMANITARIAN
For all K activities	___	___	___	LEADING-INFLUENCING
For all L activities	___	___	___	PHYSICAL PERFORMING

Occupational Work Areas

A	**ARTISTIC**	Interest in creative expression of feelings.
B	**SCIENTIFIC**	Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.
C	**PLANTS AND ANIMALS**	Interest in activities involving plants and animals, usually in an outdoor setting.
D	**PROTECTIVE**	Interest in the use of authority to protect people and property.
E	**MECHANICAL**	Interest in applying mechanical principles to practical situations, using machines, hand tools, or techniques.
F	**INDUSTRIAL**	Interest in repetitive, concrete, and organized activities in a factory setting.
G	**BUSINESS DETAIL**	Interest in organized, clearly-defined activities requiring accuracy and attention to detail, primarily in an office setting.
H	**SELLING**	Interest in bringing others to a point of view through personal persuasion, using sales and promotion techniques.
I	**ACCOMMODATING**	Interest in catering to the wishes of others, usually on a one-to-one basis.
J	**HUMANITARIAN**	Interest in helping others with their mental, spiritual, social, physical, or vocational needs.
K	**LEADING-INFLUENCING**	Interest in leading and influencing others through activities involving high level verbal or numerical abilities.
L	**PHYSICAL PERFORMING**	Interest in physical activities performed before an audience.

Source: Guide for Occupational Exploration

ACTIVITY SHEET 4: FORMAL INTEREST INVENTORY

List your top three interests as indicated by the formal interest inventory administered by your teacher or counselor.

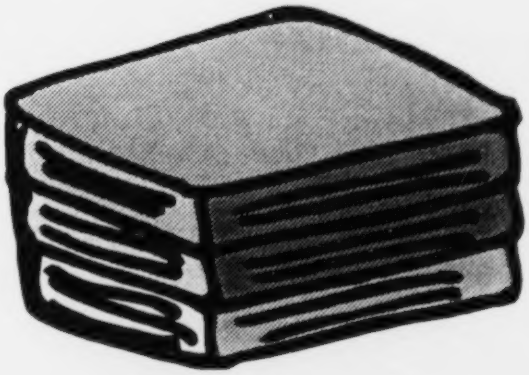
1. ______________________________
2. ______________________________
3. ______________________________

How do these results compare to the informal inventories from your completed ACTIVITY SHEETS 2 and 3?

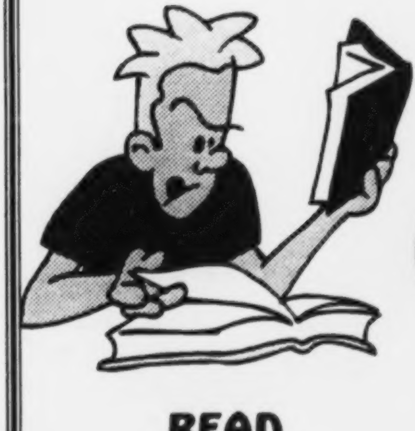
NOTE Place your formal Interest Inventory and ACTIVITY SHEETS 1-4 in your career portfolio.

DON'T STOP WHEN YOU FIND OUT WHAT YOUR INTERESTS ARE

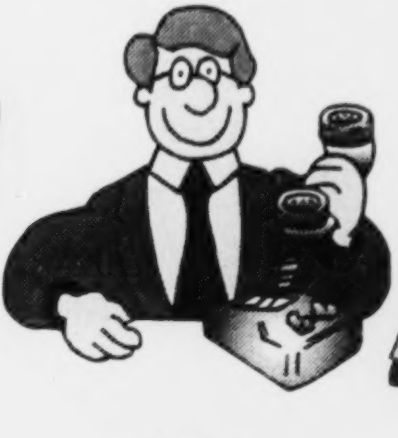
1. Use resources to assist you in matching your interests to your careers.



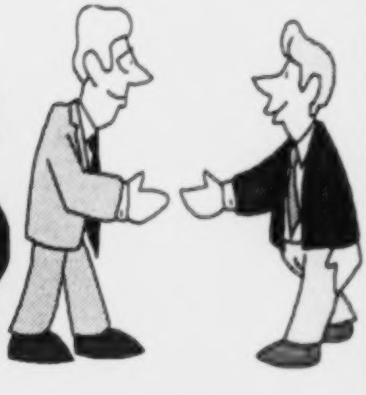
2. Find out all of the information you can about the careers.



READ



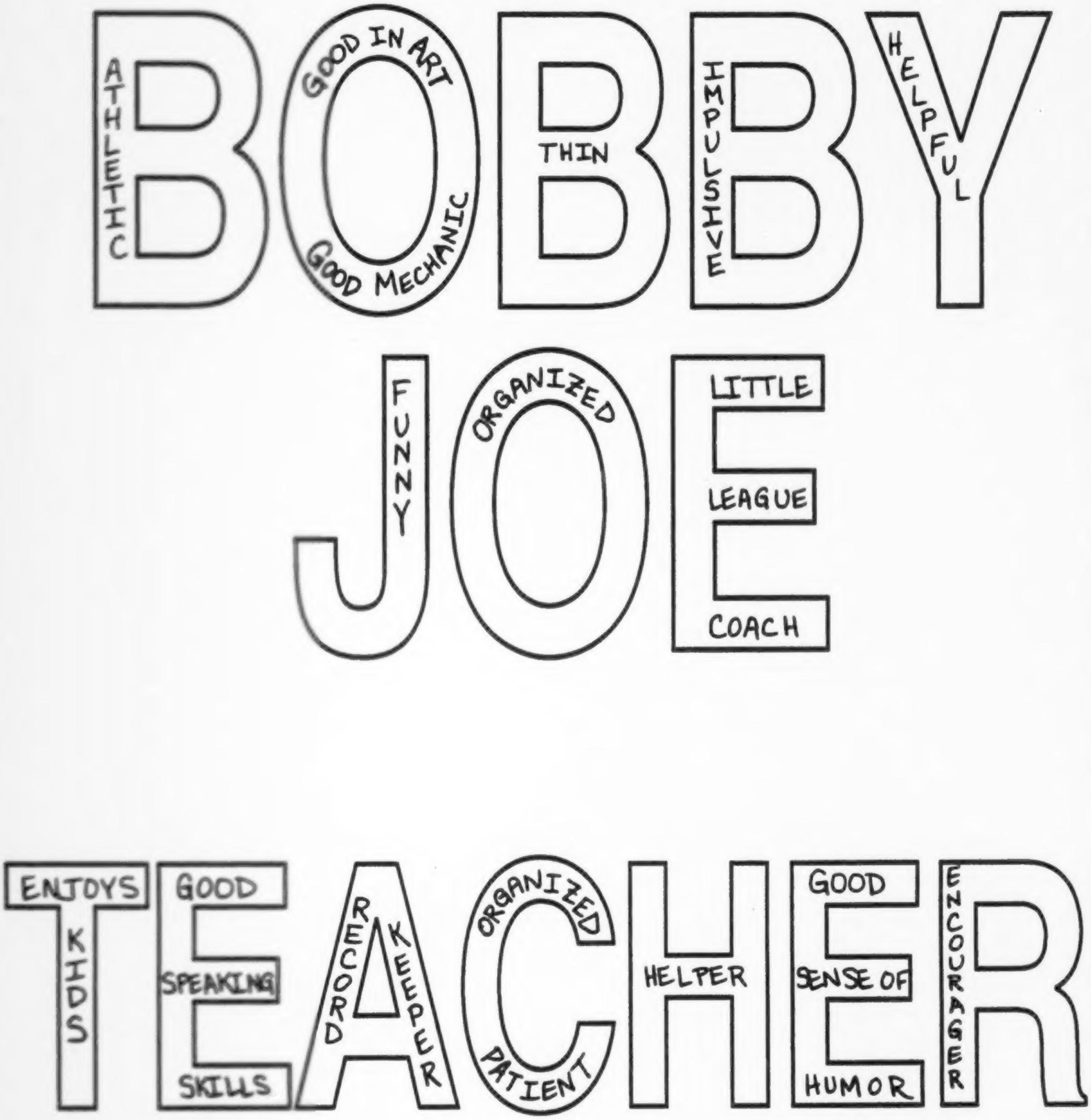
TALK



VISIT

TM 3

COMPARING PERSONAL AND JOB DESCRIPTIONS

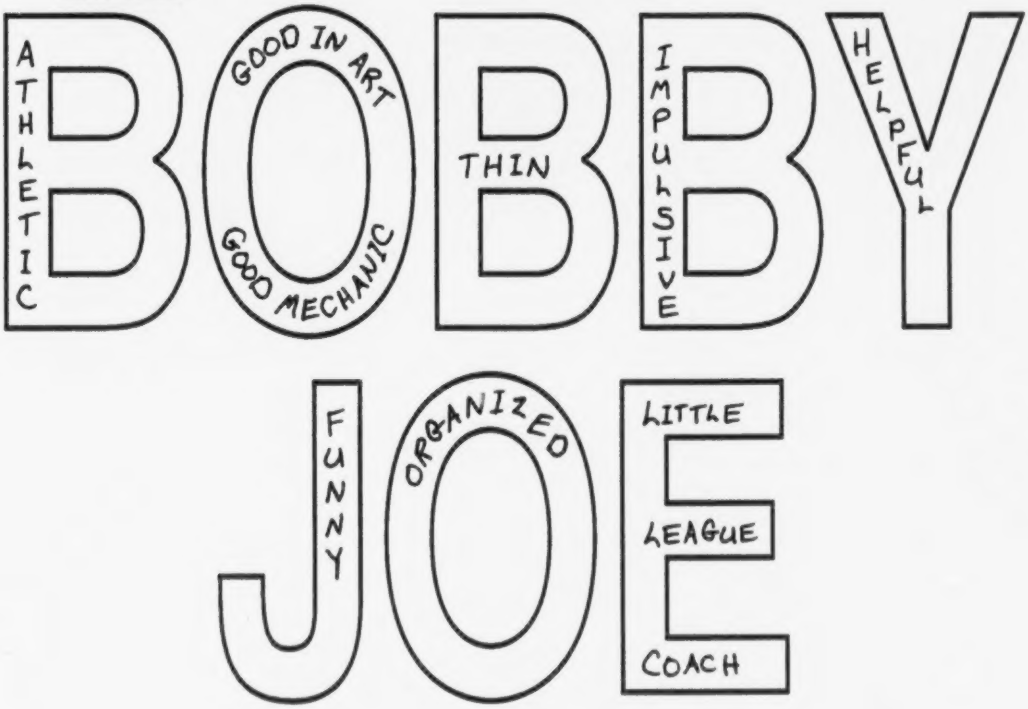

BOBBY
ATHLETIC
GOOD IN ART
GOOD MECHANIC
THIN
IMPULSIVE
HELPFUL
JOE
FUNNY
ORGANIZED
LITTLE
LEAGUE
COACH
TEACHER
ENJOYS
KIDS
GOOD
SPEAKING
SKILLS
RECORD
KEEPER
ORGANIZED
PATIENT
HELPER
GOOD
SENSE OF
HUMOR
ENCOURAGER

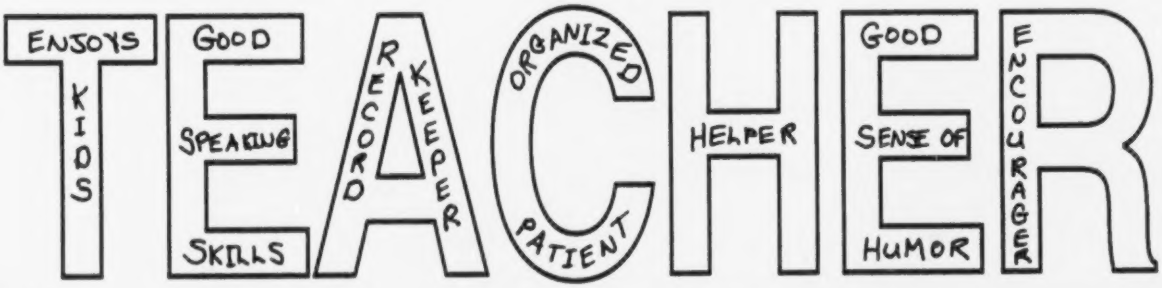
TM 4

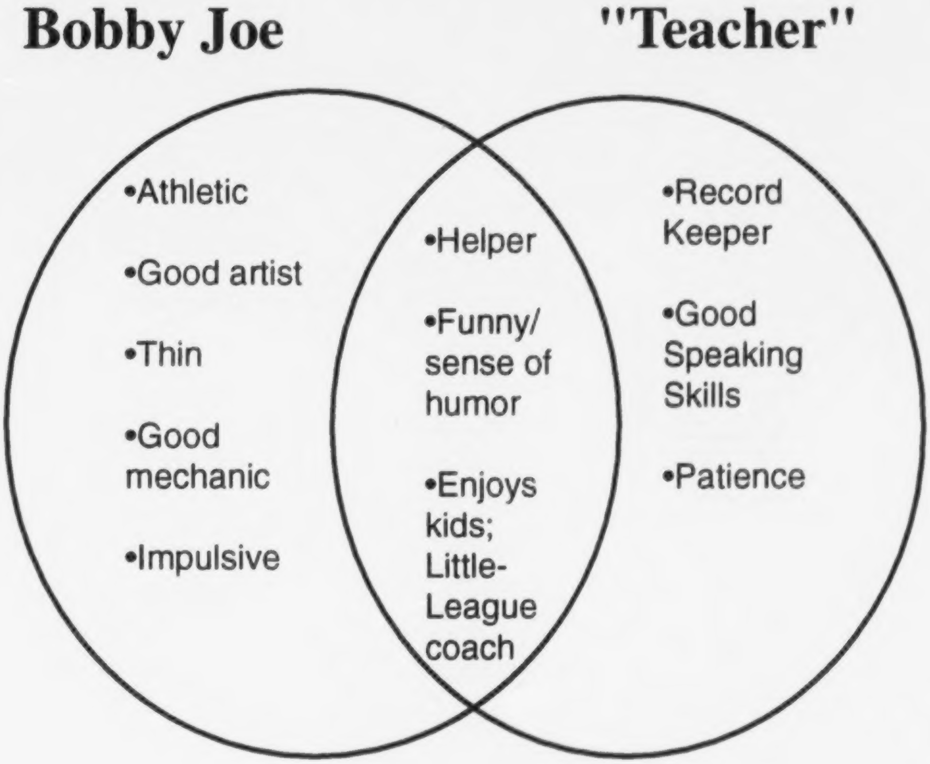
ACTIVITY SHEET 5: COMPARING PERSONAL AND JOB DESCRIPTIONS

DIRECTIONS: Take ACTIVITY SHEET 3 from Unit I, Module 1 out of your Career Connections folder. In that activity you cut out a design of your name and placed on it adjectives or phrases that described you and your interests. In this activity, you will choose one of the career interests identified in the activities you have completed in this module. Design and cut out this career title. Make a list of adjectives or phrases that describe this career. Write these descriptors on the design. Now compare your name design with your career choice design. What connections do you see?

EXAMPLE:


BOBBY JOE
ATHLETIC
GOOD IN ART
GOOD MECHANIC
THIN
IMPULSIVE
HELPFUL
FUNNY
ORGANIZED
LITTLE
LEAGUE
COACH


TEACHER
ENJOYS
KIDS
GOOD
SPEAKING
SKILLS
RECORD
KEEPER
ORGANIZED
PATIENT
HELPER
GOOD
SENSE OF
HUMOR
ENCOURAGER



Bobby Joe

- Athletic
- Good artist
- Thin
- Good mechanic
- Impulsive

- Helper
- Funny/ sense of humor
- Enjoys kids; Little-League coach

"Teacher"

- Record Keeper
- Good Speaking Skills
- Patience

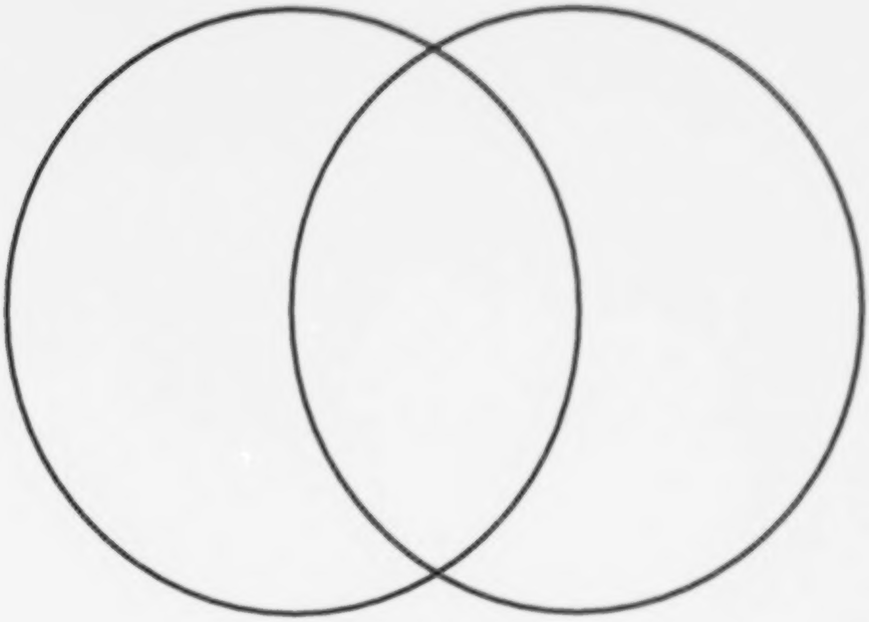
Venn Diagram Comparing Bobby Joe's Personal Characteristics with Characteristics Needed in the Teaching Career Field.

TM 5

ACTIVITY SHEET 6: VENN DIAGRAM--PERSONAL CHARACTERISTICS AND JOB DESCRIPTIONS

______________________ Your Name

______________________ Career Title



UNIT I-2 TEST

A. Match the following terms to their definitions by placing the correct letter in the blank at the left.

_____1.	those courses that you choose to take	a.	Task
_____2.	chance of getting hurt, or of losing, failing, etc.; danger	b.	Electives
_____3.	a need to be famous or have the respect of others	c.	Checklist
_____4.	something which you do often for fun or leisure (if you are free to do anything you wish)	d.	Prestige
_____5.	something to which you give special attention	e.	Inventory
_____6.	a form on which you place a check mark next to a list of those tasks or careers that would interest you	f.	Risk
_____7.	an "everyday" duty that is required in order to complete a job assignment	g.	Interest
_____8.	estimate of your interests based upon responses to a set of questions concerning your likes or dislikes	h.	Hobby

B. Place an "X" next to the reasons for learning what your interests are.

___ 1. Interests affect your way of life.

___ 2. Interests affect the people with whom you come into contact.

___ 3. Interests influence the career you choose.

___ 4. Interests often satisfy social/emotional needs.

___ 5. Interests affect the hobby(ies) you pursue.

C. In the space below, explain how interests affect career choice.

D. Place an "X" next to those questions you can ask yourself to find out what your interests are.

___ 1. How do I spend my free time?

___ 2. How many brothers and sisters do I have?

___ 3. Do I have any hobbies?

___ 4. Where do I live?

___ 5. What electives have I chosen in school?

___ 6. Is there a pattern to the hobbies I pursue?

___ 7. Is there a pattern to the type of television shows I watch, the books I read, etc.?

E. Fill in the blank with the information requested.

List two resources that will assist you in matching your interests to careers.

1. ____________________ 2. ____________________

Name two interests you discovered that you have.

3. ____________________ 4. ____________________

Name two occupations that you discovered are related to your interests.

5. ____________________ 6. ____________________

UNIT I
Module 2: *Interests*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1-6
Evaluated to the satisfaction of the teacher. Answers will vary based on students' personal career interests.

UNIT I-2

ANSWERS TO UNIT TEST

A.

1. b
2. f
3. d
4. h
5. g
6. c
7. a
8. e

B.

_x_ 1.
_x_ 2.
_x_ 3.
_x_ 4.
_x_ 5.

C.

Answers will vary; however, the student must comprehend that interests influence experiences. Therefore, one is most likely to choose a career that one knows something about.

D.

1. x
2.
3. x
4.
5. x
6. x
7. x

E.

1 and 2 should be two of the following:

1. *Occupational Outlook Handbook*
2. *Dictionary of Occupational Titles*
3. *Dictionary of Holland Occupational Codes*

3 through 6 are evaluated to the satisfaction of the teacher.

TEACHER PREPARATION

UNIT I

Module 3: *Aptitudes*

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (I-3-9)
2 (I-3-13, 14, 15)

ACTIVITY SHEETS:
1 (I-3-11, 12)
2 (I-3-18)
3 (I-3-19, 20)
4 (I-3-21, 22, 23)
5 (I-3-24, 25)
6 (I-3-26)
7 (I-3-27)
8 (I-3-28)
9 (I-3-29)

UNIT I-3 TEST (I-3-30, 31, 32)

Make Transparencies of:

- TM 1 (I-3-10)
- TM 2 (I-3-16)
- TM 3 (I-3-17)

Each Student Will Need:

- for ACTIVITY SHEET 6 (I-3-26): *washer game.*
- for ACTIVITY SHEET 7 (I-3-27): *paddle ball.*

UNIT I
Module 3: *Aptitudes*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (I-3-9): TERMS AND DEFINITIONS**

1. Discuss terms and definitions.
2. Use **TM 1 (I-3-10): APTITUDE** to reinforce the meaning of the word aptitude.
3. Use **ACTIVITY SHEET 1 (I-3-11, 12): UNSCRAMBLING TERMS** to reinforce this area of instruction.

B. **INFORMATION SHEET 2 (I-3-13, 14, 15): LEARNING ABOUT APTITUDES**

1. Discuss the importance of students' understanding the purpose of identifying their aptitudes.

NOTE

This is intended as a positive activity to help students discover their natural strengths. Be sensitive to students' feelings.

2. Explain that if students wish to attend a college or university, they must complete an aptitude assessment that is used to predict their success.
3. Arrange for a representative of the state employment agency to speak to your class concerning the aptitude assessments.

NOTE

State employment agency representatives usually require at least two weeks notice.

4. If a business, technical, or specialized school is near you, arrange for a representative to speak to your class on the purpose, format, and administrative procedures of the assessments they use.
5. Reinforce that without the use of aptitude assessments, many agencies would place people in jobs with which they might have difficulty.
6. Use **TM 2 (I-3-16): APTITUDE ASSESSMENTS HELP IDENTIFY YOUR NATURAL ABILITIES**
7. Explain that aptitude assessments batteries measure several aptitudes, giving the testee the opportunity to narrow career alternatives to those that match measured aptitudes.

8. Explain that if they went to the state employment agency to locate a job, students would be given an aptitude assessment.

9. To give students an idea of those aptitudes that are commonly measured on aptitude assessments, use **TM 3 (I-3-17): THE NINE MOST COMMON APTITUDES.**

10. Have students think of careers that require each aptitude. Examples are:

    a. *Intelligence*—scientist

    b. *Verbal*—teacher

    c. *Numerical*—accountant

    d. *Spatial*—architect

    e. *Form perception*—paperhanger

    f. *Clerical perception*—typist

    g. *Finger dexterity*—surgeon

    h. *Manual dexterity*—mechanic

    i. *Motor coordination*—data processing operator

11. Should some students question how aptitude assessments can accurately measure aptitudes, cover the information on how aptitude assessments are constructed.

12. Although a formal aptitude assessment is suggested to measure aptitudes more accurately, many students in the seventh and eighth grades will have difficulty in understanding the format and purpose of published aptitude assessment instruments. To prepare students for completing a published aptitude assessment, have them complete the following simulated aptitude assessment activities. Although the activities are based on actual components of the **General Aptitude Test Battery**, they have not been tested for reliability and validity. They are intended to acquaint the student with the format of published assessments.

    a. **ACTIVITY SHEET 2 (I-3-18): MEASURING YOUR CLERICAL APTITUDE**

        (1) Explain that this activity measures the ability to notice errors in typewritten copies—much like what a typist or proofreader would do.

        (2) Give the students two minutes to complete the activity.

        (3) Have the students grade each others' papers or grade them yourself.

        (4) Have the students record their results on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART.**

b. **ACTIVITY SHEET 3 (I-3-19, 20): MEASURING YOUR NUMERICAL APTITUDE**

(1) Explain that this activity measures the ability to compute mathematical problems accurately and quickly.

(2) Record each student's time by using a stopwatch.

HINT You may want to have the students bring the completed activity to you and write the time on the sheet.

(3) Allow the students ten minutes to complete the test.

NOTE This activity was administered to a career investigation class consisting of seventh and eighth graders. Several students finished in under two minutes with 100% accuracy.

(4) Have the students grade each others' papers or grade them yourself.

(5) Have the students record their results on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART**.

c. **ACTIVITY SHEET 4 (I-3-21, 22, 23): MEASURING YOUR FORM PERCEPTION APTITUDE**

(1) Explain that this activity measures the ability to perceive detail in objects.

(2) Record each student's time by using a stopwatch.

HINT You may want to have the students bring the completed activity to you and write the time on the sheet.

(3) Allow the students eight minutes to complete the activity.

(4) Have the students grade each others' papers or grade them yourself.

(5) Have the students record their results on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART**.

d. **ACTIVITY SHEET 5 (I-3-24, 25): MEASURING YOUR SPATIAL PERCEPTION APTITUDE**

(1) Explain that this activity measures the ability to understand relationships of plane and solid objects.

(2) Record each student's time by using a stop watch.

H
I
N
T

> You may want to have the students bring the completed activity to you and write the time on the sheet.

(3) Allow the students three minutes to complete the activity.

(4) Give the correct answers to the class or grade the activity yourself.

(5) Have the students record their results on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART.**

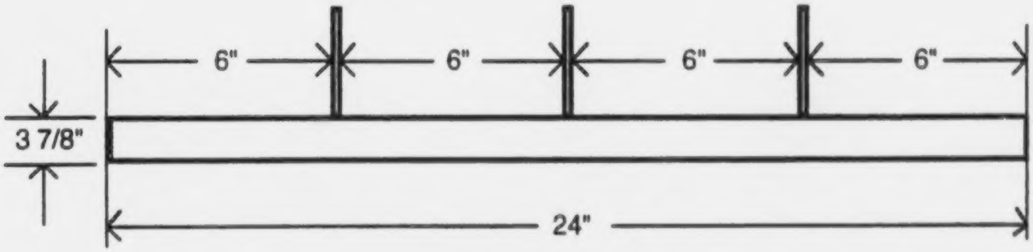
e. **ACTIVITY SHEET 6 (I-3-26): MEASURING YOUR FINGER DEXTERITY APTITUDE**

(1) Explain that this activity measures the ability to move the fingers and rapidly or accurately manipulate small objects with the fingers.

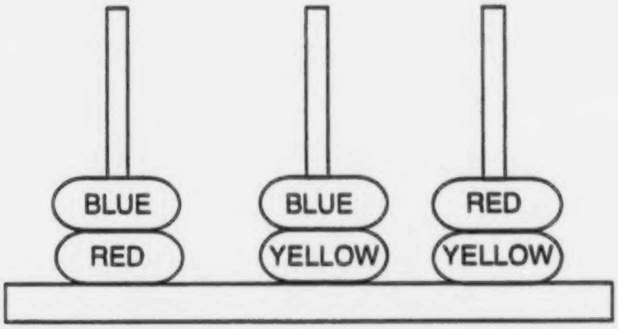
(2) You will need the following supplies to complete this activity:

6-3/16" flat washers
3 metal rods
yellow, red, and blue paint
stopwatch
1 board

(3) The board should be built according to the following dimensions:



(4) The washers should be placed in the following order before each student's turn:



(5) Further explain the instructions on the Activity Sheet.

(6) Time each student's performance.

(7) Have the students record their results on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART**.

f. **ACTIVITY SHEET 7 (I-3-27): MEASURING YOUR MOTOR COORDINATION APTITUDE**

(1) Secure paddle balls (can usually be found in any toy department).

(2) Use a stopwatch to time each student's performance.

(3) Have students record their results on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART**.

g. **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART**

(1) Assist students in identifying their aptitudes.

(2) Assist students in evaluating aptitudes identified by timed-performance activities by determining the fastest times in the class.

NOTE

> Instruct students to place completed ACTIVITY SHEET 8 in their career portfolios.

13. **ACTIVITY SHEET 9 (I-3-29): RESEARCHING CAREERS THAT MATCH MY APTITUDE**

a. Will assist students in applying the information gained about themselves to career decision making.

b. Provide reference materials for students.

c. Students may also contact workers and use interviews as a means of answering the questions.

II. Unit I-3 Test (I-3-30, 31, 32)

III. Answers to Activity Sheets and Unit I-3 Test (I-3-33, 34, 35)

IV. References and Resources

A State Employment Agency

B. *Dictionary of Holland Occupational Codes*

C. *Occupational Outlook Handbook*

UNIT I
Module 3: *Aptitudes*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

APTITUDE	an ability that you have naturally; quickness to learn or understand
CLERICAL PERCEPTION	ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy; to proofread words and numbers
FINGER DEXTERITY	ability to move the fingers and rapidly or accurately manipulate small objects with the fingers
FORM PERCEPTION	ability to perceive pertinent detail in objects; to make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines
INTELLIGENCE	general learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgments; closely related to doing well in school
MANUAL DEXTERITY	ability to move the hands easily and skillfully; to work with the hands in placing and turning motions
MOTOR COORDINATION	ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make a movement response accurately and quickly
NUMERICAL	ability to perform mathematical operations quickly and accurately
SPATIAL	ability to comprehend forms in space and understand relationships of plane and solid objects; may be used in such tasks as blueprint reading and in solving geometry problems
VERBAL	ability to understand meanings of words and ideas associated with them and to use them effectively; to present information or ideas clearly

TM I

APTITUDE

An ability that you have naturally; quickness to learn

ACTIVITY SHEET 1: UNSCRAMBLING TERMS

DIRECTIONS: Unscramble the following terms.

1. An ability that you have naturally; quickness to learn or understand

   ttpaideu ____________________

2. General learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgments; closely related to doing well in school

   einlletinegc ________________

3. Ability to understand meanings of words and ideas associated with them and to use them effectively; to present information or ideas clearly

   lrevba ________________

4. Ability to perform mathematical operations quickly and accurately

   muemcali _________________

5. Ability to comprehend forms in space and understand relationships of plane and solid objects; may be used in such tasks as blueprint reading and in solving geometry problems

   laitasp ________________

6. Ability to perceive pertinent detail in objects; to make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines

   rfom ecprepiont ________________ __________________

7. Ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy; to proofread words and numbers

   lrecilac ecperptoin ________ ______________

8. Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make a movement response accurately and quickly

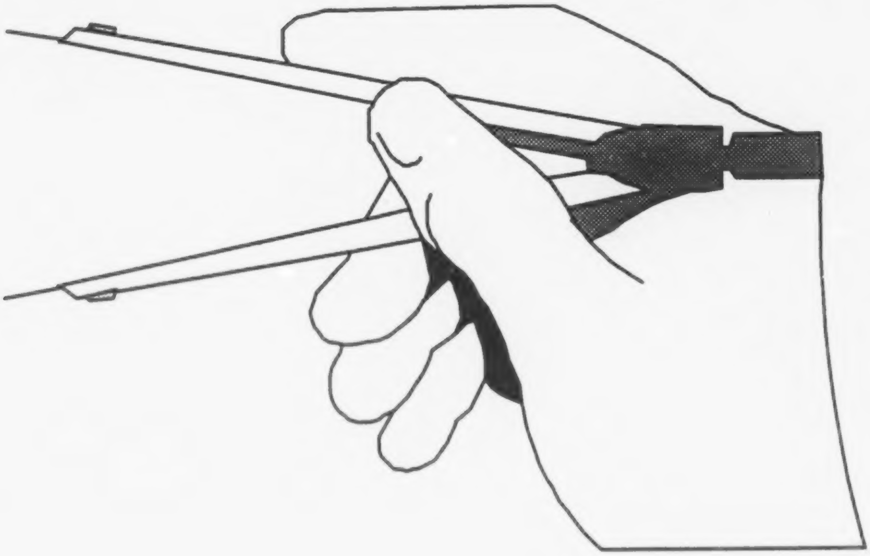
   rootm oorcdnainoit ________ ______________

9. Ability to move the hands easily and skillfully; to work with the hands in placing and turning motions

lanuam xedtreity ________ ________________

10. Ability to move the fingers and rapidly or accurately manipulate small objects with the fingers

rnfige dtxeeriyt ________ ________________



69

INFORMATION SHEET 2: LEARNING ABOUT APTITUDES

I. Why You Should Learn What Your Aptitudes Are

A. Knowing what your aptitudes are can help you narrow your alternatives of careers to those that you are most likely to do the best in with the least amount of effort.

B. Knowing what your aptitudes are will help you select additional training and/or education in areas where you are likely to do well.

C. Knowing what your aptitudes are will give you an idea of your strengths and weaknesses.

II. Ways to Find Out What Your Aptitudes Are

A. Ask yourself, "What things do I do really well?" "What things have I found that I really don't have to put forth much effort to do correctly?"

B. Complete the asessments that are designed to measure several aptitudes.

1. These assessments are often called aptitude batteries.

2. They are usually given by employment agencies so that the agency will know what type of job in which to place you.

C. Complete assessments that measure specific aptitudes.

1. These are given by business, technical, and specialized schools.

EXAMPLE: Clerical tests, art tests, music tests

2. They are used to predict your success in completing training programs in these areas.

III. Why Aptitude Assessments Are Given

A. To survey your aptitudes in order to plan for your education and/or training.

B. To better understand your good points that you already know exist.

C. To help make decisions about instant entry into work.

EXAMPLE: Those assessments are given by employment agencies.

D. To help you narrow your career alternatives.

IV. Can Aptitude Assessment Scores Be Improved?

A. In some cases, aptitude assessment scores can be raised by practice.

B. The purpose, however, of aptitude assessments is to give you an idea of what you are good at naturally.

V. How Aptitude Assessments Are Able to Measure Aptitudes

A. Aptitudes that are needed to be successful in certain areas are identified.

B. Aptitudes are broken down into factors.

C. These factors are used to predict aptitude.

EXAMPLE: The aptitude of intelligence has the following factors: how well you understand what you hear or read, how well you can reason problems that deal with numbers, how well you can see how certain figures can be made into an object, and how well you can remember things.

D. Assessments are then made that measure the factors.

E. After taking some aptitude assessments, scores you receive are compared to careers that require use of the aptitudes in performing the job tasks.

VI. What to Do After You Discover Your Aptitudes

A. Use resources in your classroom to find more information on careers that have your aptitudes.

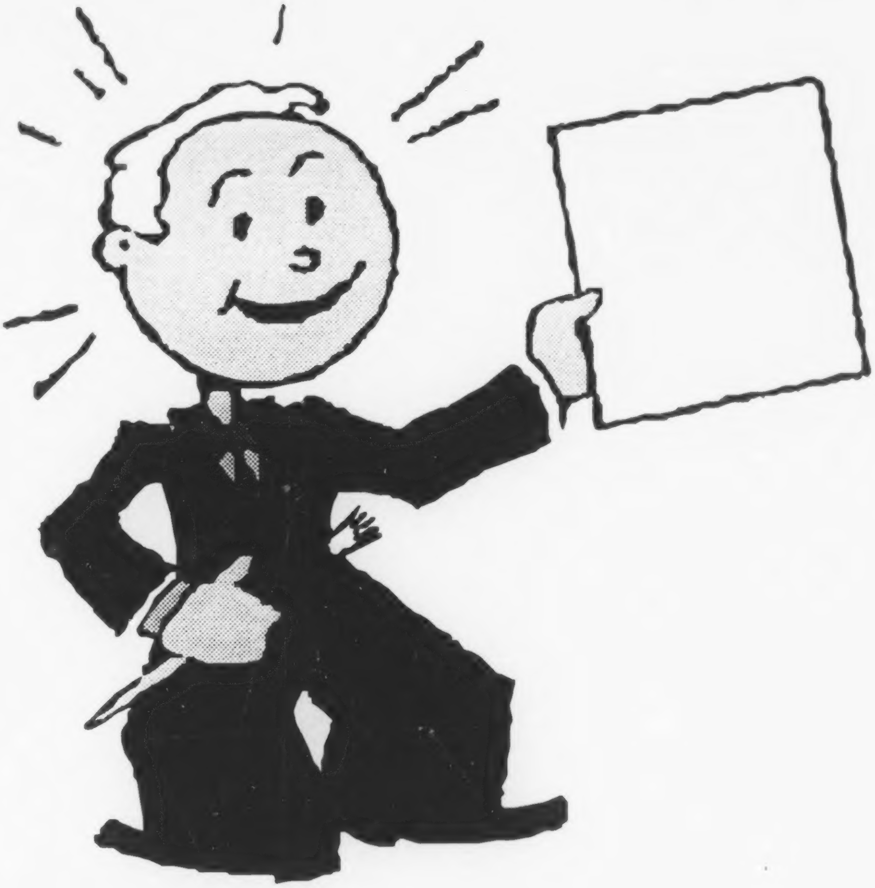
B. Interview workers in the careers that interest you to find what aptitudes they feel are important.

C. If a career that truly interests you does not require the use of the aptitudes in which you had high scores, look at careers that are similar.

NOTE Often, careers that are similar require aptitudes that are different.

72

APTITUDE ASSESSMENTS HELP IDENTIFY YOUR NATURAL ABILITIES



TM 2

THE NINE MOST COMMON APTITUDES

Aptitude G: ***Intelligence***	**General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgements. Closely related to doing well in school.**
Aptitude V: ***Verbal***	**The ability to understand meanings of words and ideas associated with them and to use those meanings effectively. To present information or ideas clearly.**
Aptitude N: ***Numerical***	**The ability to perform mathematical operations quickly and accurately.**
Aptitude S: ***Spatial***	**The ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems.**
Aptitude P: ***Form Perception***	**The ability to perceive pertinent detail in objects. To make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.**
Aptitude Q: ***Clerical Perception***	**The ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, or to proofread words and numbers.**
Aptitude F: ***Finger Dexterity***	**The ability to move the fingers and rapidly or accurately manipulate small objects with the fingers.**
Aptitude M: ***Manual Dexterity***	**The ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.**
Aptitude K: ***Motor Coordination***	**The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.**

TM 3

ACTIVITY SHEET 2: MEASURING YOUR CLERICAL APTITUDE

DIRECTIONS: This activity measures your ability to observe differences in copy and to proofread words and numbers. To find out if you have this aptitude, begin only when your teacher has read the directions and has given you instructions to start.

Look at each set of items, circle the S if the set is the SAME, or N if the set is NOT the same.

1.	Addie Johnson	Addie Johnsen	S	N
2.	Youngjoo Yoon	Youngjoo Yoon	S	N
3.	S. Cunningham	S. Cunningham	S	N
4.	Jan Skrivanek	Jan Skrabanek	S	N
5.	Phillis House	Phillip House	S	N
6.	Albert Jimenez	Albert Jimenez	S	N
7.	Irene Lunceford	Irene Lunsford	S	N
8.	Convenience	Convenience	S	N
9.	Acquaintance	Acquaintence	S	N
10.	Box Inc.	Box Icn.	S	N
11.	892 346	892 346	S	N
12.	503 CND	503 GND	S	N
13.	1C606F7	1C606F7	S	N
14.	WMMWW	WWMMW	S	N
15.	593-50-7642	592-50-7642	S	N
16.	726-98-1124	726-98-1214	S	N
17.	BZR-AO-FZXP	BZR-AO-FZXP	S	N
18.	4296	4276	S	N
19.	MgFd	Mgd	S	N
20.	2LQ8	21Q8	S	N

ACTIVITY SHEET 3: MEASURING YOUR NUMERICAL APTITUDE

DIRECTIONS: This activity measures your ability to compute mathematical problems accurately and quickly. Circle the letter of the correct answer to each of these problems. You may use the activity sheet to figure your answers. Do not begin until your instructor tells you to do so.

1. Bill makes $1.25 an hour. How much would he make if he worked 6 hours?
   a. $6.50
   b. $6.00
   c. $7.50
   d. None of these

2. Lucy sold 1/3 as many computers this month as she did last month when she sold 24. How many computers did she sell this month?
   a. 8 1/3
   b. 7 1/3
   c. 8
   d. None of these

3. 540
   +312
   a. 742
   b. 852
   c. 850
   d. None of these

4. 654
   832
   114
   +508
   a. 2008
   b. 2108
   c. 2248
   d. None of these

5. 54 + 16 =
   a. 80
   b. 70
   c. 40
   d. None of these

6. 42 1/2
   + 3 3/4
   a. 45 1/4
   b. 46 1/2
   c. 46 1/4
   d. None of these

7. 426
   -159
   a. 276
   b. 267
   c. 278
   d. None of these

8. 793
   - 21
   a. 762
   b. 752
   c. 772
   d. None of these

9. 9.36
   -4.50
   a. 5.76
   b. 4.86
   c. 3.76
   d. None of these

10. 27
-12

a. 15
b. 25
c. 35
d. None of these

11. 9 3/8
- 2 1/4

a. 6 2/4
b. 7 1/8
c. 7 1/4
d. None of these

12. 34
x 12

a. 408
b. 208
c. 608
d. None of these

13. 563
x 48

a. 28042
b. 27024
c. 27014
d. None of these

14. 63/7

a. 9
b. 8
c. 7
d. None of these

15. 104 / 13 =

a. 8.6
b. 8
c. 8.4
d. None of these

16. 2 1/2 / 1/4 =

a. 10
b. 12 1/2
c. 10 1/4
d. None of these

17. 78 x 10 =

a. 790
b. 780
c. 770
d. None of these

18. 29 - 4 =

a. 15
b. 16
c. 17
d. None of these

19. 999 - 99 =

a. 911
b. 900
c. 811
d. None of these

20. 450 + 490 =

a. 940
b. 860
c. 920
d. None of these

ACTIVITY SHEET 4: MEASURING YOUR FORM PERCEPTION APTITUDE

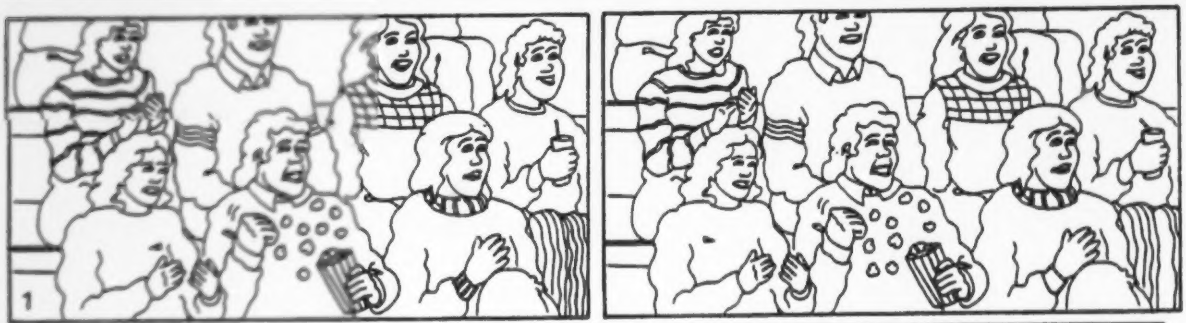
DIRECTIONS: This activity measures your ability to perceive detail in objects.

PAGE 1—WHAT HAS CHANGED?

1. The first page has five groups of drawings, look at the drawing on the left carefully.
2. Look at the second drawing. There are six things that are different.
3. Circle the six things wrong in each picture.
4. Do not begin until your teacher instructs you to do so.

PAGE 2—WHICH IS THE SAME?

1. Look carefully at the figure on the left.
2. Circle the letter of the figure on the right that is exactly the same as the figure on the left.
3. Do not begin until your teacher instructs you to do so.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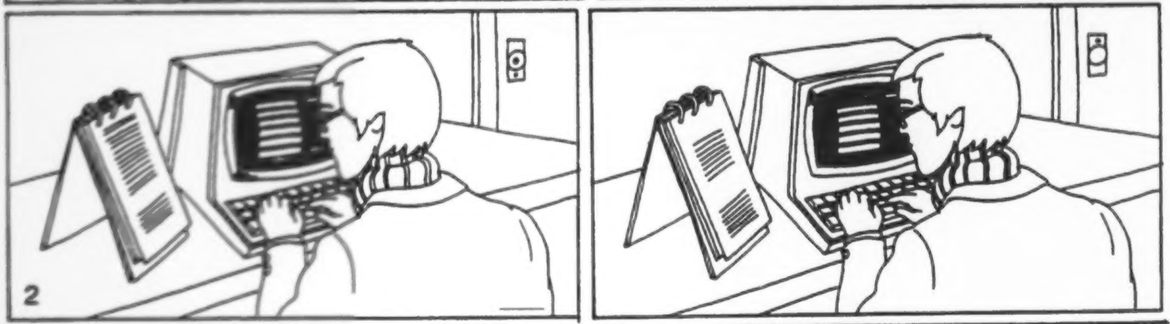
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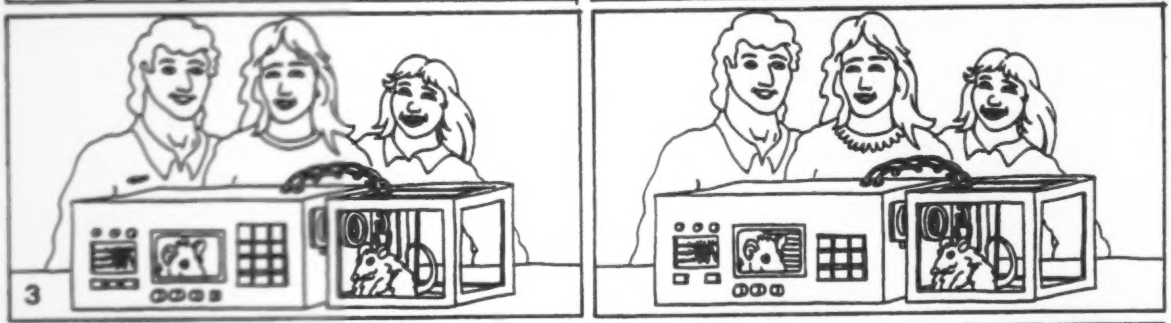
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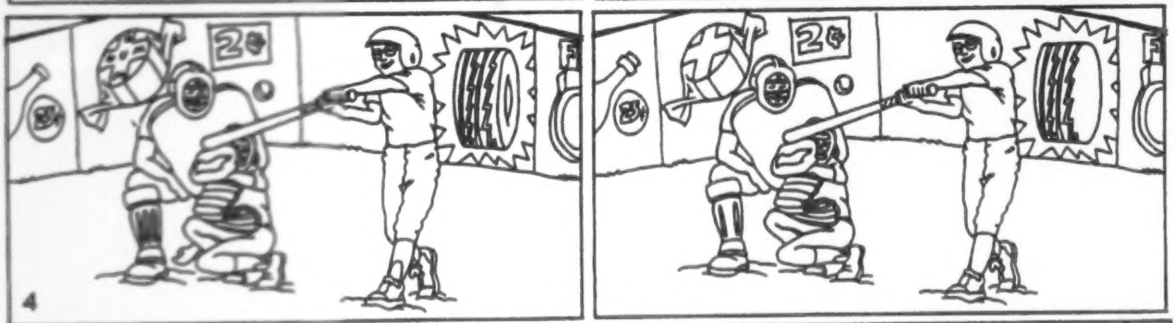
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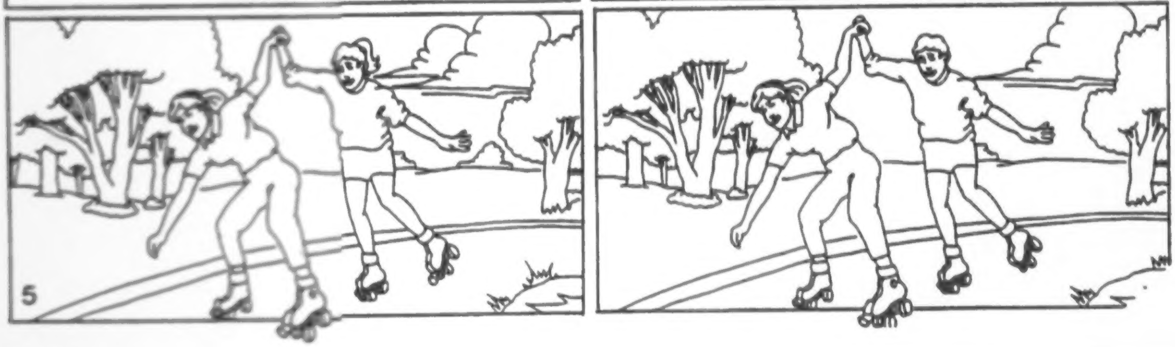
2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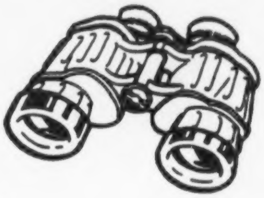

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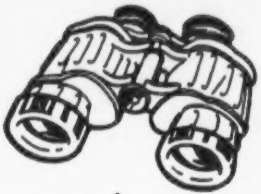
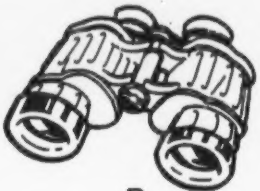


A



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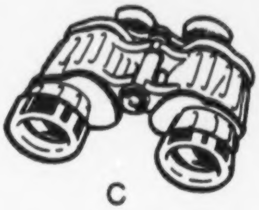
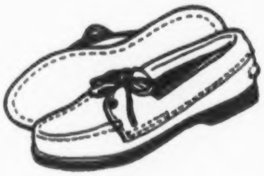


C



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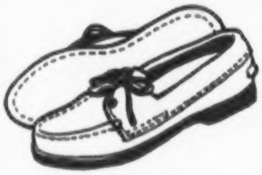

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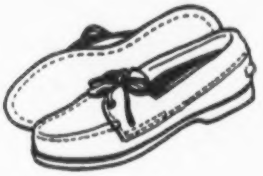

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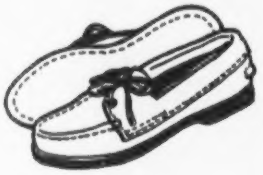

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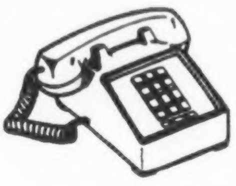

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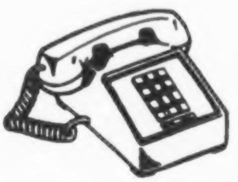

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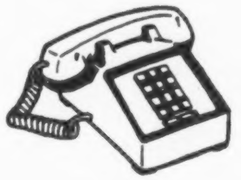

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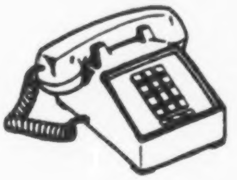

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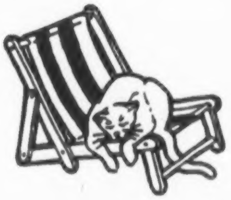

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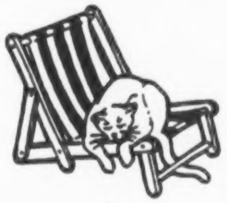

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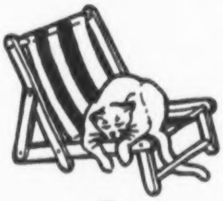

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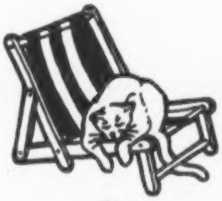

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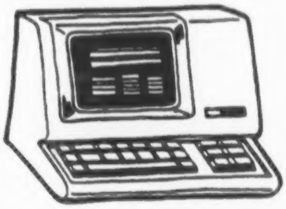

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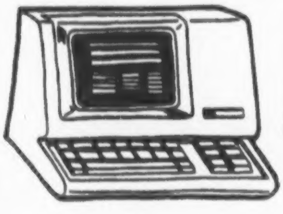

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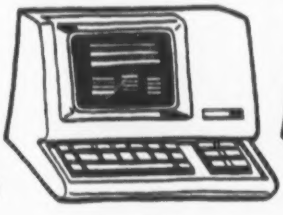

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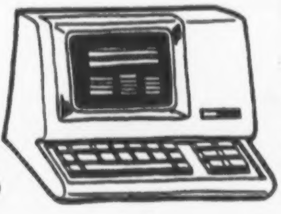
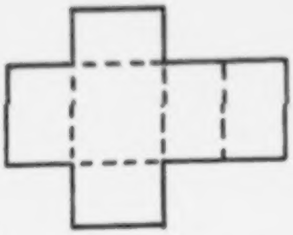


C

ACTIVITY SHEET 5: MEASURING YOUR SPATIAL PERCEPTION APTITUDE

DIRECTIONS: This activity measures your ability to understand relationships of plane and solid objects. To find out if you possess this aptitude:

1. Look carefully at the figure on the left.
2. The figure, if folded as indicated, would become one of the drawings on the right.
3. Circle the letter of the correct figure.
4. Do not begin this activity until instructed to do so.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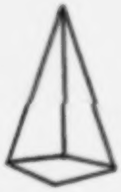
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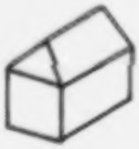
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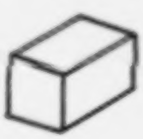
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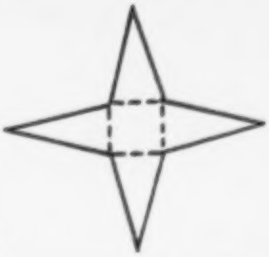
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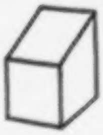
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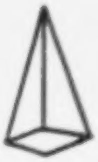
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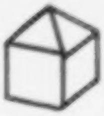
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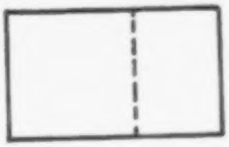
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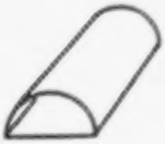
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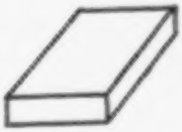
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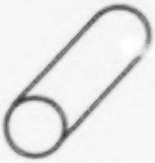
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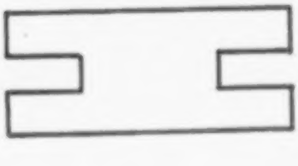
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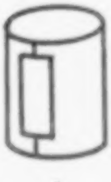
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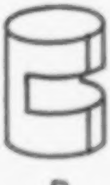
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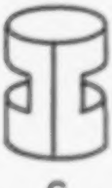
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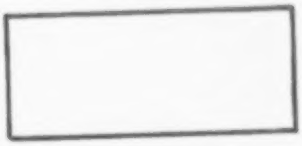
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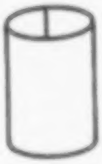
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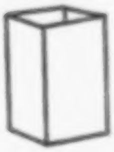
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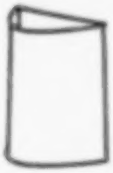
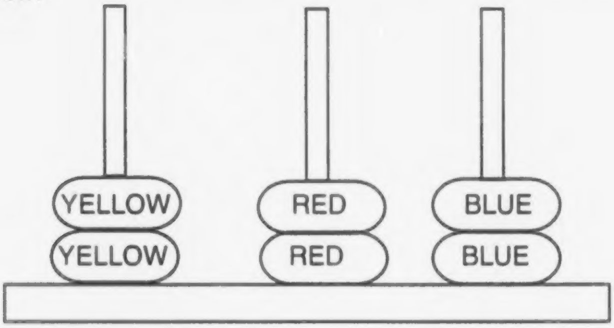

C

ACTIVITY SHEET 6: MEASURING YOUR FINGER DEXTERITY APTITUDE

DIRECTIONS: This activity measures your finger dexterity aptitude—your ability to move your fingers and rapidly and accurately handle small objects with your fingers.

1. When your teacher instructs you to start, you will place the washers in the order below:



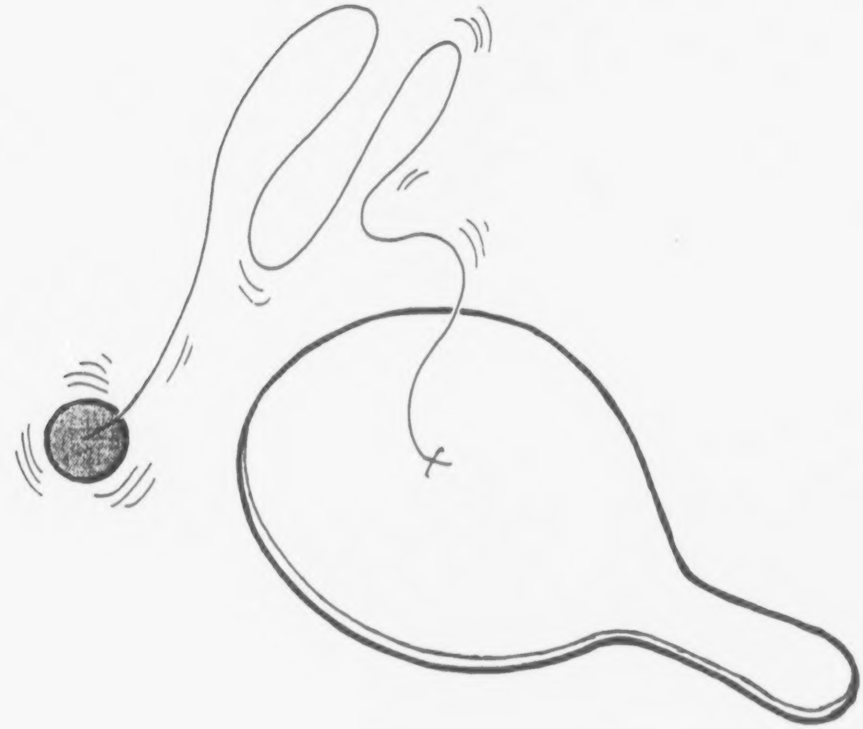
2. Your teacher will use a stopwatch to record the time it took for you to place the washers on the correct rods.

3. Record your time on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART**.

ACTIVITY SHEET 7: MEASURING YOUR MOTOR COORDINATION APTITUDE

DIRECTIONS: This activity measures your ability to coordinate your eyes and hands rapidly and accurately in making precise movements with speed.

1. Use the paddle ball to measure your aptitude.
2. Keep the paddle ball in play as long as possible.
3. Your teacher will time your performance (how long you keep the paddle ball in play).
4. Record your time on **ACTIVITY SHEET 8 (I-3-28): APTITUDE CHART.**



ACTIVITY SHEET 8: APTITUDE CHART

DIRECTIONS: 1. Record the results of your aptitude activities completed in this unit.

APTITUDE MEASURED	# OF QUESTIONS	# CORRECT	TIME
Clerical	20		N/A
Numerical	20		N/A
Form Perception	10		N/A
Spatial	5		N/A
Finger Dexterity	N/A	N/A	
Motor Coordination	N/A	N/A	

2. List two aptitudes that were measured that you feel you did the best at:

a.

b.

NOTE Place this completed form in your career portfolio.

ACTIVITY SHEET 9: RESEARCHING CAREERS THAT MATCH MY APTITUDE

DIRECTIONS: Use all available resources to answer these questions.

1. What is the name(s) of the career(s) that match(es) your aptitude(s)?

2. What are the duties of each career identified in question 1?

3. If a person did not possess the aptitude(s) listed, how would it affect job performance?

4. Would the aptitude be helpful in the education/training needed for the career? Explain your answer.

5. List other aptitudes required in each career.

UNIT I-3 TEST

A. Match the following terms and definitions by placing the correct letter in the blank at the left.

_____ 1. general learning ability; the ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgments; closely related to doing well in school

_____ 2. ability to understand meanings of words and ideas associated with them, and to use them effectively; to present information or ideas clearly

_____ 3. ability to perform mathematical operations quickly and accurately

_____ 4. ability to comprehend forms in space and understand relationships of plane and solid objects; may be used in such tasks as blueprint reading and in solving geometry problems

_____ 5. an ability that you have naturally; quickness to learn or understand

_____ 6. ability to move the hands easily and skillfully; to work with the hands in placing and turning motions

_____ 7. ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed; ability to make a movement response accurately and quickly

_____ 8. ability to move the fingers and rapidly or accurately manipulate small objects with the fingers

_____ 9. ability to perceive pertinent detail in objects; to make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines

_____ 10. ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy; to proofread words and numbers

a. Motor coordination

b. Manual dexterity

c. Verbal

d. Intelligence

e. Aptitude

f. Numerical

g. Spatial

h. Form perception

i. Finger dexterity

j. Clerical perception

B. Answer the following questions True if the statement is correct and False if the statement is incorrect by placing a "T" for True or an "F" for False in the space at the left.

_____ 1. Knowing what your aptitudes are can help you narrow your alternatives of careers to those that you are most likely to do the best in with the least amount of effort.

_____ 2. Aptitudes are used as the basis for predicting how well you will do with additional training and/or education.

_____ 3. Knowing what your aptitudes are will give you an idea of your strengths and weaknesses.

_____ 4. Aptitude tests are used to make decisions about instant entry into work.

_____ 5. Aptitude test scores can be raised by practice; however, the purpose of aptitude tests is to give you an idea of what you are good at naturally.

C. Fill in the blanks by using the words listed below to complete the following sentences.

aptitude test batteries	**predict**	**personally**
areas	**naturally**	**factors**
general	**specific**	

1. Tests designed to measure several aptitudes are called ______________ ________________________________.

2. Knowing what your aptitudes are will help you and others _______________ how well you will do with additional training and/or education.

3. Tests given by business, technical, and specialized schools measure ______________________aptitudes.

4. The purpose of aptitude tests is to give you an idea of what you are good at ________________________.

5. In measuring aptitudes, the identified aptitudes should be broken down into ______________________.

D. Place an "X" next to the statements that are ways in which your aptitudes can be discovered.

______ 1. Ask your parents what you are good at doing.

______ 2. Complete an aptitude test battery.

______ 3. Ask yourself, "What things do I do well?" "What things have I found that I can do with little effort on my part?"

______ 4. Complete aptitude tests that measure specific aptitudes.

______ 5. Have your fortune told.

UNIT I
Module 3: *Aptitudes*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. Aptitude
2. Intelligence
3. Verbal
4. Numerical
5. Spatial
6. Form perception
7. Clerical perception
8. Motor coordination
9. Manual dexterity
10. Finger dexterity

ACTIVITY SHEET 2

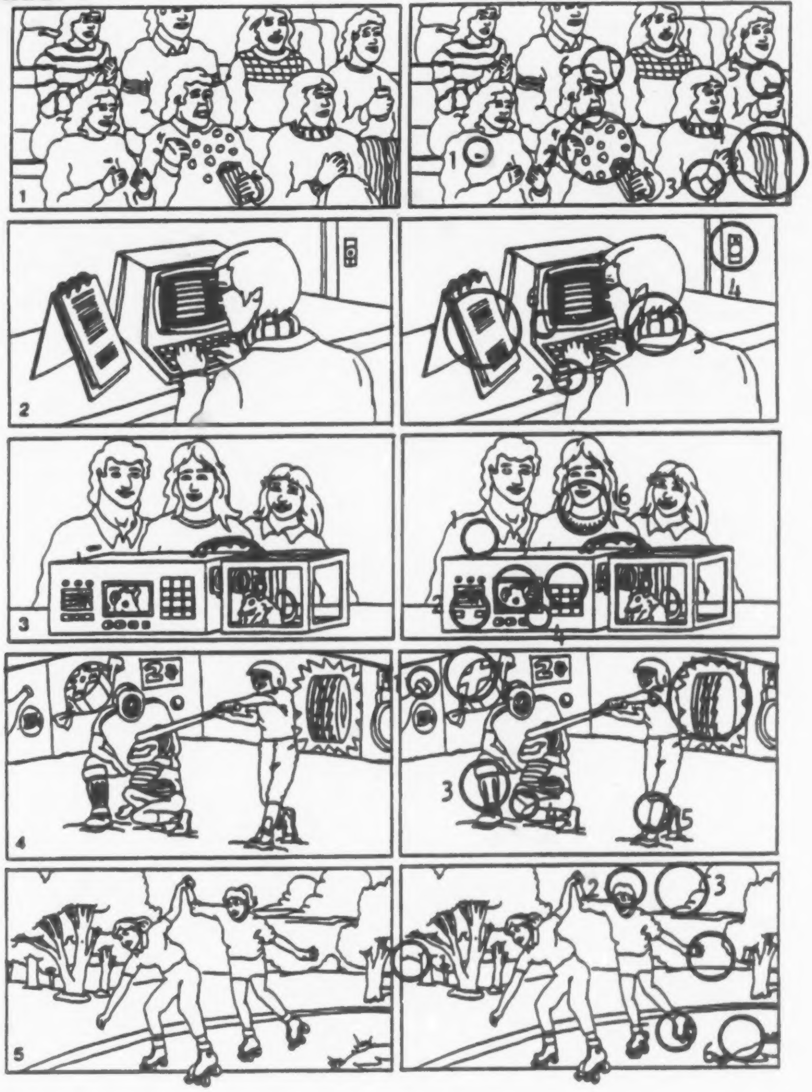
1. N
2. S
3. S
4. N
5. N
6. S
7. N
8. S
9. N
10. N
11. S
12. N
13. S
14. N
15. N
16. N
17. S
18. N
19. N
20. N

ACTIVITY SHEET 3

1. c
2. c
3. b
4. b
5. b
6. c
7. b
8. c
9. b
10. a
11. b
12. a
13. b
14. a
15. b
16. d
17. b
18. d
19. b
20. a

ACTIVITY SHEET 4

First Page



Second Page

1. b
2. c
3. c
4. b
5. c

ACTIVITY SHEET 5

1. c
2. b
3. a
4. b
5. a

ACTIVITY SHEETS 6-9 Evaluated to the satisfaction of the teacher.

UNIT I-3
ANSWERS TO UNIT TEST

A.
1. d
2. c
3. f
4. g
5. e
6. b
7. a
8. i
9. h
10. j

B.
1. T
2. F
3. T
4. T
5. T

C.
1. aptitude test batteries
2. predict
3. specific
4. naturally
5. factors

D.
1.
2. x
3. x
4. x
5.

TEACHER PREPARATION

UNIT II

Module 1: *Career Groups*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (II-1-5)	1 (II-1-7)
2 (II-1-6)	2 (II-1-8)
3 (II-1-9)	3 (II-1-44)
4 (II-1-10)	

UNIT II-1 TEST (II-1-45, 46)

CAREER GROUP INFORMATION SHEETS:

- 1 (II-1-12)
- 2 (II-1-16)
- 3 (II-1-21, 22)
- 4 (II-1-26, 27)
- 5 (II-1-31, 32)
- 6 (II-1-36, 37)
- 7 (II-1-41)

CAREER LADDER EXAMPLES:

- 1 (II-1-13, 14)
- 2 (II-1-17, 18, 19)
- 3 (II-1-23, 24)
- 4 (II-1-28, 29)
- 5 (II-1-33, 34)
- 6 (II-1-38, 39)
- 7 (II-1-42, 43)

Make Transparencies of:

- TM 1 (II-1-11)
- TM 2 (II-1-15)
- TM 3 (II-1-20)
- TM 4 (II-1-25)
- TM 5 (II-1-30)
- TM 6 (II-1-35)
- TM 7 (II-1-40)

Each Student Will Need:

- for ACTIVITY SHEET 2 (II-1-8): *completed copies of ACTIVITY SHEET 3 from Unit 1, Module 1*

Additional Resources Needed:

- for INFORMATION SHEET 4 (II-1-10): *copies of career information resources, such as the Occupational Outlook Handbook, Chronical Guidance, the Encyclopedia of Careers, and Occupational Guidance*

UNIT II

Module 1: *Career Groups*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (II-1-5): ORGANIZING OCCUPATIONS FOR STUDY**

1. Most people, when asked to think of as many occupations as they can, will think of only those occupations with which they have had personal contact in some manner during their lives--usually jobs that they have done themselves, or they know family members or friends who have been employed in those occupations.
2. The *Dictionary of Occupational Titles* lists over 20,000 occupations.
3. The rapid changes in technology are creating new occupations, deleting other occupations, and changing the job tasks of many occupations.
4. It is impossible for any one person to research all the existing occupations when trying to make a career decision.
5. The seven occupational groupings will help you in your career decision making by giving you a way to look at the characteristics of clusters or large groups of occupations. You can decide from the general characteristics of the group if you want to research more closely specific occupations that fall into the group.
6. The purpose of this unit is to broaden students' knowledge of the large number and variety of occupations available. The overall purpose of the course is to teach job research skills.

NOTE

In order to achieve a broad understanding of the world of work, there must be a means a placing similar, or "like," occupations into groups to help in understanding and investigating occupations. Teachers are encouraged to use the occupational classification system chosen by their districts.

B. **INFORMATION SHEET 2 (II-1-6): WHAT CAREER GROUPS ARE AVAILABLE**

1. Use this sheet to introduce students to the seven career groups that will be studied in this unit.
2. Use **ACTIVITY SHEET 1 (II-1-7): CAREER GROUPS SURVEY** to assist students in relating the seven career groups to their personal interests.
3. Use **ACTIVITY SHEET 2 (II-1-8): CAREER GROUPS/HOLLAND CODES** to help students begin to relate the information gained about themselves in UNIT I to the groups of careers described in this module.

4. Use ACTIVITY SHEETS 1 and 2 to encourage discussion of other interest, personality, and aptitude information gathered in UNIT I as it relates to the career group descriptions.

C. **INFORMATION SHEET 3 (II-1-9): HOW DO I DECIDE WHICH CAREER BEST FITS ME?**

1. Emphasize the importance of students taking an overall view of themselves when making decisions about careers.

2. Encourage the students to discuss career decision making at home, and to be more observant as they encounter different working situations and opportunities. Point out the importance of thinking about advantages and disadvantages of various employment situations they are able to observe.

D. **INFORMATION SHEET 4 (II-1-10): LEARNING MORE ABOUT SEVEN CAREER GROUPS**

1. Use the following Transparency Masters, Career Group Information Sheets, and Career Ladder Examples to aid in class discussion about the seven career groups. For example, display **TM 1 (II-1-11): AGRICULTURE SCIENCE AND TECHNOLOGY** as students look at **CAREER GROUP INFORMATION SHEET 1 (II-1-12)**. Use Career Ladder and Post Secondary Majors as supplemental information.

    a. Agriculture Science and Technology (II-1-11, 12, 13, 14)

    b. Art, Communications, and Media (II-1-15, 16, 17, 18, 19)

    c. Business and Marketing (II-1-20, 21, 22, 23, 24)

    d. Health Science Technology (II-1-25, 26, 27, 28, 29)

    e. Human Development, Management and Services (II-1-30, 31, 32, 33, 34)

    f. Industrial and Engineering Technology (II-1-35, 36, 37, 38, 39)

    g. Personal and Protective Services (II-1-40, 41, 42, 43)

2. Use **ACTIVITY SHEET 3 (II-1-44): PRIORITIZING THE CAREER GROUPS** to help students narrow their focus of career interests for this course of study.

NOTE Instruct students to place ACTIVITY SHEET 3 in their career portfolios.

II. Unit II-1 Test (II-1-45, 46)

III. Answers to Activity Sheets and Unit II-1 Test (II-1-47)

UNIT II

Module 1: *Career Groups*

INFORMATION SHEET 1: ORGANIZING OCCUPATIONS FOR STUDY

In Career Connections, we will study seven occupational/career groups, rather than studying thousands of individual occupations. These career groups classify careers that are alike because of work duties, similar interests, and other common factors. Each career group includes a variety of similar occupations that require different levels of education and training.

During this course, you will select a career group that interests you and then focus on one occupation within that group. You will use this one occupation as an example to help you learn skills that you will use throughout your working life-time, such as:

1. how to research a job outlook (this includes working conditions, duties and training requirements);
2. how to match job duties and environments with your interests and personal values;
3. how to explore educational and training opportunities; and
4. how to locate and secure employment.

You will combine the personality, interest, and aptitude information from Unit I with the occupational information you will be learning in this unit to help you begin to make decisions about careers that would be a good match for you.

INFORMATION SHEET 2: WHAT CAREER GROUPS ARE AVAILABLE

AGRICULTURE SCIENCE AND TECHNOLOGY CAREERS
Occupations involved in this group deal with agriculture, the environment and natural resources, including earth sciences, environmental sciences, marine sciences, plant sciences, and animal sciences. These may include horticulturist, fish/game warden, conservationist, biological scientist, geologist, veterinarian, and production agriculture.

ART, COMMUNICATIONS, AND MEDIA CAREERS
Occupations involved in the advancement of the performing arts, visual arts, literary arts, media arts, humanities, and culture. These may include architecture, interior design, creative writing, film, fine arts, graphic design and production, journalism, radio, television, advertising, public relations, and religion.

BUSINESS AND MARKETING CAREERS
Occupations involved in the business environment may include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

HEALTH SCIENCE TECHNOLOGY CAREERS
Occupations involved in the promotion and maintenance of health and the treatment of disease. These may include health assessment and treatment, health services, health diagnosing practitioners, health technologists and technicians, research, prevention, treatment, and related technologies.

HUMAN DEVELOPMENT, MANAGEMENT, AND SERVICES CAREERS
Occupations involved in the improvement of individual and family health and well-being. These occupations include family relations, economics, and home management education, including child and elder care, food and beverage preparation and service, lodging and related services, and personal and social services.

INDUSTRIAL AND ENGINEERING TECHNOLOGY CAREERS
Occupations related to the technologies necessary to design, develop, install, and maintain physical systems. These may include engineers, architects and surveyors; printing; manufacturing; mechanics, installers and technicians; construction; plant and system operations; and technologies other than health.

PERSONAL AND PROTECTIVE SERVICES CAREERS
Occupations involved in the personal improvement, the comfort and appearance of a person and his/her possessions, and in benefitting society as a whole. These may include legal and protective services; social, recreational, and leisure services; personal, building, and grounds services; and material and people moving services.

ACTIVITY SHEET 1: CAREER GROUPS SURVEY

DIRECTIONS: Read the following descriptions. Rank them from 1 to 7 in the order that best describes you, 1 being best. Use each number only once.

_____ A. Are you a nature lover? Are you practical, curious about the physical world, and interested in plants and animals? Do you like to be physically active? Do you like to observe, learn, investigate, or solve problems?

_____ B. Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas?

_____ C. Do you enjoy being a leader, organizing people, planning activities, and talking with people? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like to know what is expected of you?

_____ D. Do you like to care for animals or people who are sick? Are you interested in new diseases and how the body works? Do you enjoy observing patients and looking for changes in how they are doing?

_____ E. Are you friendly, open, outgoing, understanding, and cooperative? Do you like to work with people to help solve problems? Is it important to you to do something that makes things better for other people?

_____ F. Are you mechanically inclined and practical? Do you like to use your hands to build things? Are you curious about how things work?

_____ G. Do you like to work with people in social, recreational, and leisure environments? Do you like to help others? Do you like to travel? Do you like to work with your mind as well as your hands?

KEY to the SURVEY:

A = Agriculture Science and Technology Careers
B = Art, Communications, and Media Careers
C = Business and Marketing Careers
D = Health Science Technology Careers
E = Human Development, Management, and Services Careers
F = Industrial and Engineering Technology Careers
G = Personal and Protective Services Careers

Discuss this information with adults in your family and other interested adults. Ask them to share what they think your strengths and talents are. Also ask them to talk about information they may have about careers and work.

ACTIVITY SHEET 2: CAREER GROUPS/HOLLAND CODES

The following shows how career groups fit with the Holland Codes from John Holland's Self Directed Search. Career group titles are in capital letters; corresponding Holland Codes are listed below each title. Go back to Unit I, Module 1, Activity Sheet 4. Match your three-letter Holland Code to these career groups. Determine the career group(s) that seem to be a good match. Please note that while these codes match most of the occupations in the given career groups, some occupations in each group may be exceptions.

1. My three-letter Holland Code __ __ __

2. Circle the matches below:

AGRICULTURE SCIENCE AND TECHNOLOGY CAREERS
Realistic
Investigative

ART, COMMUNICATIONS, AND MEDIA CAREERS
Artistic

BUSINESS AND MARKETING CAREERS
Enterprising
Conventional

HEALTH SCIENCE TECHNOLOGY CAREERS
Investigative
Social

HUMAN DEVELOPMENT, MANAGEMENT, AND SERVICES CAREERS
Social

INDUSTRIAL AND ENGINEERING TECHNOLOGY CAREERS
Realistic

PERSONAL AND PROTECTIVE SERVICES CAREERS
Realistic
Conventional
Social

3. Based on these matches, which career groups would contain occupations that I would enjoy?

INFORMATION SHEET 3: HOW DO I DECIDE WHICH CAREER BEST FITS ME?

I. Review the Interest Inventory results from Unit I, Module 2, and the survey from Activity Sheet 1 in this module.

II. Consider the possible careers in each group in relation to your interests, abilities, and talents. If you would like to learn more about a specific career, you can look at resources or talk to people who work in that career.

III. Decide which career group seems to fit you best.

HOW CAN PARENTS AND OTHER INTERESTED ADULTS HELP?

Career groups give students a focus for discussing career opportunities with their parents or other adults. Concentrating on selecting a career group enables students to make initial career decisions, whereas the idea of selecting a career for the rest of their lives can be overwhelming. Parents and other adults can help by:

- helping students to identify their interests, abilities, and talents by discussing the strengths that you see in them.
- sharing information with students about careers and work experiences.
- arranging for students to talk with qualified people about careers that are of interest to them.

INFORMATION SHEET 4: LEARNING MORE ABOUT SEVEN CAREER GROUPS

The following pages provide information for each career group, including:

- categories, or types of occupations, found in each career group, and
- partial lists of occupations for each category.

On the following pages, place a check mark beside the occupations you would like to learn more about.

Next, use career information resources to look up those occupations you have marked. One helpful resource is the *Occupational Outlook Handbook*. This is a national publication that usually gives a description of an occupation with a list of related occupations.

Other good resources include *Chronicle Guidance*, the *Encyclopedia of Careers*, and *Occupational Guidance*. Information from the Texas State Occupational Information Coordinating Committee will also be useful. A librarian can help students find these resources, and suggest others that might also be helpful.

As you investigate each occupation, think about how it matches your abilities, interests, and talents. Consider how it relates to the career group you ranked highest in the Career Groups Survey.

AGRICULTURE SCIENCE AND TECHNOLOGY

If you are . . .

- Interested in Nature
- Practical
- Curious About the Physical World
- Interested in Plants and Animals
- Physically Active
- Good at Observing, Learning, Investigating, or Problem Solving

Nursery Worker

Fish/Game Warden

Forester/Conservationist

Chemist

Geologist/Geophysicist

Agricultural Engineer

Farm Worker

TM I

AGRICULTURAL SCIENCE AND TECHNOLOGY CAREERS

Are you a nature lover? Are you curious about the physical world, and interested in plants and animals? Do you like to be physically active? Do you like to observe, learn, investigate, or solve problems? This may be the career group for you!

Earth Sciences

- Botanist
- Geologist

Plant Sciences

- Nursery Worker
- Floral Designer
- Horticulturist
- Forest Ranger

Environmental Sciences

- Chemist
- Microbiologist
- Urban Planner
- Landscape Architect

Animal Sciences

- Veterinarian
- Game Keeper
- Biochemist

Marine Sciences

- Fish Farmer
- Aquatic Geologist

Career Group
Information Sheet 1

Agricultural Science and Technology Careers

CAREER LADDERS AND POST SECONDARY MAJORS

Agricultural Mechanics

Entry
- Farm Equipment Sales
- Farm Machine Operator
- Farm Mechanic
- Welder's Helper

Technical/Skilled
- Agricultural Fabrication
- Diesel Mechanic
- Gas Engine Mechanic
- Tractor Mechanic
- Welder

Professional
- Agricultural Engineer
- Agricultural Extension Agent
- Construction Contractor
- Electrician
- Mechanical Engineer

Animal and Veterinary Science

Entry
- Animal Caretaker
- Animal Groomer
- Extension Agent
- Feedlot Worker
- Lab Assistant
- Processing Plant Worker
- Ranch Worker
- Stable Worker
- Veterinary Attendant

Technical/Skilled
- Animal Equipment Sales
- Animal Products Sales
- Cattle Buyer
- Feed Mill Operator
- Livestock Inspector
- Meat Inspector
- Meat Processor
- Ranger Manager
- Veterinary Assistant

Professoinal
- Agricultural Teacher
- Animal Breeder
- Animal Scientist
- Biologist
- Dairy Manager
- Feedlot Manager
- Fish Hatchery Manager
- Meat Scientist
- Veterinarian

Aquatic Science

Entry
- Aquarium Worker
- Fish Hatchery Worker
- Fisherman
- Lab Assistant

Technical/Skilled
- Computer Analyst
- Lab Technician
- Underwater Welder
- Water Plant Operator
- Scuba Diving Instructor

Professoinal
- Aquaculturist
- Ichthyologist
- Marine Biologist
- Oceanographer

Crop and Soil Science

Entry
- Agricultural Worker
- Extension Service Worker
- Farm Laborer
- Floral Delivery
- Gardener/Groundskeeper
- Greenhouse Keeper

Technical/Skilled
- Equipment Operator
- Floriculturist
- Forest Conservation Worker
- Greenhouse Manager
- Irrigation Systems Designer
- Plant Grower/Retailer

Professoinal
- Agricultural Scientist
- Agricultural Teacher
- Agri-Engineer
- Conservationist
- Extension Service Specialist
- Landscape Architect

Career Ladder Examples 1

Career Ladders and Post Secondary Majors *Continued*

Ecology

Entry	Technical/Skilled	Professional
Firefighter	Fire Control Officer	Biological Scientist
Forester Aide	Forestry Technician	Cartographer
Lab Assistant	Lab Technician	Conservationist
Park Worker	Surveyor	Fish/Game Warden
		Forest Ecologist
		Geologist
		Park Ranger
		Wildlife Conservationist

TAKE NOTE . . .

Entry positions may require a high school diploma, GED, and/or on-site training.
Technical/Skilled positions may require junior/technical/community college or apprenticeship.
Professional positions may require a bachelor's degree or advanced degree.

Typical College Majors

- Agribusiness
- Agricultural Engineering
- Agricultural/Food Products Processing
- Agronomy
- Animal Breeding and Genetics
- Animal Science
- Biology
- Environmental Science
- Farm and Ranch Management
- Food Science and Technology
- Horticulture
- Landscape Architecture
- Natural Resources Management
- Parks and Recreation Management
- Veterinary Medicine
- Wildlife and Fisheries Science

Community College/Technical School Programs

- Farm and Ranch Management
- Food Sciences and Technology
- Geological Technician
- Horticulture Services
- Horse Management and Training
- Landscape Operations and Management
- Nursery Management
- Turf Management
- Veterinary Assistant

These lists are not inclusive.

Source: Klein ISD Career Pathways booklets.

Career Ladder Examples 1

ART, COMMUNICATIONS, and MEDIA

If You Are . . .

- Creative
- Imaginative
- Innovative
- Original
- Good at Communicating Ideas

Reporter/Correspondent

Interpreter/Translator

Dancer/Choreographer

Industrial Designer

Lighting Technician

Merchandise Display Worker

Minister/Rabbi/Priest

TM 2

ART, COMMUNICATIONS, and MEDIA CAREERS

Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas? This may be the career group for you!

Communications Occupations

- Computer Graphics Technician
- Interpreter/Translator
- Minister/Rabbi/Priest
- Public Relations Specialist
- Radio/Television Announcer/Newscaster
- Reporter/Correspondent
- Technical Writer
- Writer/Editor

Performing Arts Occupations

- Actor/Director/Producer
- Dancer/Choreographer
- Model
- Musician

Visual Arts Occupations

- Fashion Designer
- Graphic Artist
- Industrial Designer
- Merchandise Display Technician
- Photographer/Camera Operator
- Visual Artist
- Floral Designer/Florist
- Graphic Designer
- Interior Designer
- Motion Picture Camera Operator
- Set Designer

Art, Communications, and Media Careers

CAREER LADDERS AND POST SECONDARY MAJORS

Fine Arts, Graphic Arts, and Printing Technology

Entry
- Apprentice
- Image Converter
- Lab Technician
- Photographer
- Press Operator
- Signmaker
- Typesetter

Technical/Skilled
- Binder/Finisher
- Dark Room Assistant
- Fashion Illustrator
- Image Assembler
- Landscape Artist
- Layout Artist
- Photographer
- Production
- Technical Illustrator

Professional
- Ad Agency Owner
- Animator
- Architect
- Commercial Artist
- Fine Arts Designer
- Graphic Designer
- Interior Designer
- Magazine Editor
- Publisher
- Store Manager/Owner

Dance

Entry
- Dancer
- Dance Teacher
- Show Producer

Technical/Skilled
- Costume Designer
- Dance Center Manager
- Local Theater Dancer
- Special Events Producer
- Teacher Assistant

Professional
- Choreographer
- Dance Studio Owner
- Producer
- Public/Private School Teacher

Instrumental Music

Entry
- Composer/Arranger
- Conductor of a Church or Community Ensemble
- Manager of Local Group
- Musical Instrument Repairperson
- Music Store Employee
- Pianist/Organist for Local Church
- Private Instrument Teacher
- Recording Technician

Technical/Skilled
- Composer or Arranger for Films/T.V.
- Music Store Manager
- Piano Tuner, Organ Builder, or Technician
- Recording Engineer
- Studio Musician
- Symphony Orchestra Manager

Professoinal
- Conductor
- Instrument Line Designer and Builder
- Music Store Owner
- Recording Artist
- Soloist
- Studio Owner
- Symphonic Orchestra
- Teacher
- Tour Group Manager

Career Ladder Examples 2

Career Ladders and Post Secondary Majors *Continued*

Journalism

Entry
Circulation Assistant
Copyperson
Newsroom Clerk

Technical/Skilled
Circulation Manager
Layout Designer
Proofreader
Typesetter

Professional
Advertising Director
Editor
Photojournalist
Publisher
Reporter
Writer

Radio, Film, and Television

Entry
Actor/Extra
Camera Operator
Disc Jockey
Electrical Assistant
Grip
Motion Picture Projectionist
News Assistant
Production Assistant
Prompter
Researcher
Rigging Assistant
Sound Technician
Stunt Performer
Wardrobe Assistant

Technical/Skilled
Audio Technician
Audio-Visual Coordinator
Copywriter
Film Editor
Lighting Technician
Musical Director
News Photographer
Program Coordinator
Radio News Editor
Rigger
Studio Technician
Stunt Performer
Videotape Editor
Voice-Over Specialist

Professional
Actor
Casting Agent
Cinematographer
Director/Producer
Graphic Designer
Manager
Media Marketing Director
Newscaster
Playwright
Program Manager
Reporter
RTV Engineer
Set Designer
Special Effects Director
TV News Producer

Theatre Arts

Entry
Actor/Extra
Children's Theatre
  Productions Director
Sound Technician
Special Effects Worker
Theatre Ticket Salesperson

Technical/Skilled
Community or Repertory Theatre
  Actor/Director
Costume Designer
Designer/Lighting Technician
Scenic Designer

Professional
Broadway Stage/Music Video
Costume Designer
Designer for Stage/Film
Music Video Recording Artist
Performer
Professional Actor
Professional Speaker
Television, Stage, or Film
  Director

Career Ladder Examples 2

Career Ladders and Post Secondary Majors *Continued*

Vocal Music

Entry

Director of Choir or Children's Chorus
Local Group Recording Technician
Opera Chorus Member
Private Vocal Instructor
Singer in Local Band/Group
Writer or Composer

Technical/Skilled

Arranger and Transposer of Music for Professional Musicians
Backup Recording Vocalist
Conductor of Local Chorus
Director of Professional Chorus
Minor Roles in Operas
Sound Technician in Studio

Professional

Career Roles in Opera
Composer
Professional Conductor
Professional Mixer
Recording Artist
Teacher

TAKE NOTE . . .

Entry positions may require a high school diploma, GED, and/or on-site training.
Technical/Skilled positions may require junior/technical/community college or an apprenticeship.
Professional positions may require a bachelor's degree, master's degree, or doctoral degree.

Typical College Majors

Anthropology
Archaeology
Art
Art History/Management
Biblical Studies
Commercial Art and Illustration
Communications
Dance
English
Fashion Design
Fashion Merchandising
Film Making/Cinematography
Graphic Design
Industrial Design
Interior Design
Journalism
Languages
Liberal Arts
Library Science
Literature
Multi/Interdisciplinary Studies
Music
Theological/Religious Education
Visual Arts

Community College/Technical School Programs

Commercial Photography
Drafting
Fashion Merchandising
Graphic Design/Commercial Art
Interior Design Technology
Photographic Technology
Radio and Television Broadcasting

****These lists are not inclusive.****

Source: Klein ISD Career Pathways booklets.

BUSINESS and MARKETING

If You Like to . . .

- Lead
- Organize People
- Plan Activities for Others
- Talk with People
- Work with Numbers or Ideas
- Carry Through with an Idea
- Know What is Expected

Accountant/Auditor

Health Services Manager

Travel Agent

Retail Sales Worker

Mathematician

Computer Systems Analyst

Entrepreneur/Business Owner

TM 3

BUSINESS and MARKETING CAREERS

Do you enjoy being a leader, organizing people, planning activities for others, and talking with people? Do you like to work with numbers or ideas?

Do you enjoy carrying through with an idea and seeing the end product?

Do you like to know what is expected of you and like things around you to be neat and orderly? This may be the career group for you!

Executive, Administrative, and Managerial Occupations

- Accountant/Auditor
- Education Administrator
- Hotel Manager/Assistant
- Property and Real Estate Manager
- Restaurant and Food Services Manager
- Construction Contractor/Manager
- Health Services Manager/Administrator
- Personnel/Training/Labor Relations Specialist/Manager
- Retail Sales Manager

Marketing and Sales Occupations

- Cashier
- Insurance Agent/Broker
- Real Estate Agent/Broker/Appraiser
- Retail Sales Worker
- Stockbroker/Securities and Financial Services Sales Representative
- Travel Agent

Business and Marketing Careers *Continued*

Computer, Mathematical, and Operations Research Occupations

Computer Systems Analyst
Mathematician
Statistician

Administrative Support Occupations, Including Clerical

Adjuster/Investigator/Collection Worker
Bank Teller
Bookkeeping/Accounting/Auditing Clerk
Computer Operator
Court Clerk
Court Reporter
Dispatcher
File Clerk
General Office Clerk
Postal Clerk/Mail Carrier
Receptionist
Records Clerk
Secretary
Teacher Aide
Typist/Word Processor/Data Entry Operator

Business and Marketing Careers

CAREER LADDERS AND POST SECONDARY MAJORS

Accounting

Entry
- Accounting Assistant
- Adjustment Clerk
- Bookkeeper
- Credit Clerk

Technical/Skilled
- Accounting Clerk
- Accounts Payable Clerk
- Costs Estimator
- Marketing Assistant
- Payroll Clerk
- Tax Examiner

Professional
- Accountant (CPA)
- Accounting Programmer
- Auditor
- Statistician

Business Information Systems

Entry
- Bank Clerk
- Computer Operator
- Customer Service Clerk
- Data Entry Clerk
- Dispatcher
- File Clerk
- Finance Clerk
- Insurance Clerk
- Receptionist
- Telemarketing Clerk

Technical/Skilled
- Bookkeeper
- Claims Agent
- Computer Maintenance Technician
- Information Processor
- Insurance Underwriter
- Insurance Salesperson
- Loan Officer
- Office Manager
- Property Manager
- Records Manager
- Word Processor

Professional
- Accountant (CPA)
- Actuary
- Auditor
- Business Teacher
- Estate Planner
- Financial Analyst
- Investment Broker
- Programmer/Supervisor
- Real Estate Appraiser
- Systems Analyst

Computer Information Systems

Entry
- Data Entry Clerk
- General Office Clerk
- Receptionist
- Telephone Operator

Technical/Skilled
- Administrative Technician
- Computer Technician
- Telecommunications (Technician Specialist)
- Word Processor

Professional
- Business Teacher
- Information Technical Support
- Programmer
- Systems Analyst
- Technical Writer

Career Ladders and Post Secondary Majors *Continued*

Retail Sales

Entry	Technical/Skilled	Professional
Cashier	Department Manager	Buyer
Retail Salesperson	Manufacturer'sRepresentative	Divisional Management
Shipping/Receiving	Sales Representative	International Sales
Stocker	Visual Merchandising	Market Research
Telemarketing Clerk		Store Manager
Wholesale Sales		

Marketing

Entry	Technical/Skilled	Professional
Bank Teller	Buyer	Advertising
Cashier	Entrepreneur	Hotel Management
Manager	Insurance Agent	Insurance Broker
Restaurant Manager Trainee	Merchandising Manager	Marketing Manager
Retail Sales	Real Estate Agent	Store Manager
Shipping/Receiving	Restaurant Management	
Stocker	Travel Agent	
	Vendor	

TAKE NOTE . . .

Entry positions may require a high school diploma, GED, and/or on-site training.
Technical/Skilled positions may require junior/technical/community college or apprenticeship.
Professional positions may require a bachelor's degree or advanced degree.

Typical College Majors

Accounting
Actuarial Science
Advertising
Business Administration/Management
Business Education
Computer Programming
Economics
Fashion Merchandising
Finance
Hotel/Motel Management
Human Resources Management
Information Systems Management
International Business
International Finance
Labor/Industrial Relations
Management
Marketing
Public Relations

Community College/Technical School Programs

Accounting Technician
Administrative Assistant
Business Administration and Management
Computer Programming
Computer Science
Hotel/Motel and Restaurant Management
Marketing
Office Administration
Office Supervision and Management
Real Estate
Records and Information Science

Career Ladder Examples 3

****These lists are not inclusive.****

Source: Klein ISD Career Pathways booklets.

HEALTH SCIENCE TECHNOLOGY

If You Like to . . .

- Help People Get/Stay Well
- Know How the Body Works
- Observe and Note Changes in Patients

Recreational Therapist

Psychiatric Aide

Dental Hygienist

Chiropractor

Veterinarian

Dialysis Technician

Ultrasound Technologist

Pharmacist

TM 4

HEALTH SCIENCE TECHNOLOGY CAREERS

Do you like to care for people or animals who are sick or help them stay well? Are you interested in new diseases and in how the body works? Do you enjoy observing patients and looking for changes in how they are doing? This may be the career group for you!

Health Assessment & Treating Occupations

Activities Therapist
Dietitian/Nutritionist
Occupational Therapist
Pharmacist
Physical Therapist
Recreational Therapist
Registered Nurse
Respiratory Therapist
Speech/Language Pathologist/ Audiologist

Health Diagnosing Practitioners

Chiropractor
Dentist
Optometrist
Physician
Podiatrist
Veterinarian

Health Services Occupations

Dental Assistant
Medical Assistant
Nursing and Psychiatric Aide

Career Group
Information Sheet 4

Health Science Technology Careers *Continued*

Health Technologists & Technicians

Clinical Laboratory Technologist/Technician
Medical Records Technician
Dental Hygienist
Nuclear Medicine Technologist
Dialysis Technician
Optician (Dispensing)
EEG Technologist (Electroencephalograph)
Radiologic Technologist
EKG Technician (Electrocardiograph)
Surgical Technologist
Emergency Medical Technician
Ultrasound Technologist
Licensed Practical Nurse
Sonographer

Career Group
Information Sheet 4

Health Science Technology Careers

CAREER LADDERS AND POST SECONDARY MAJORS

Biomedical Technology

Entry
- Lab Assistant
- Lab Equipment Cleaner

Technical/Skilled
- Computer Technician
- Electrical Technician
- Laser Technician
- Metrological Technician

Professional
- Biomedical Engineer
- Systems Engineer

Health Services

Entry
- Ambulance Driver
- Certified Occupational Therapist Assistant
- Dental Assistant
- Dialysis Technician
- Electrocardiograph Tech
- Electroencephalographic Tech
- Health Record Technician
- Home Health Aide
- Medical Assistant
- Nursing Aide
- Optometric Aide
- Pharmacy Aide
- Physical Therapy Aide
- Surgical Technologist
- Veterinary Assistant

Technical/Skilled
- Dental Lab Technician
- Dispensing Optician Tech
- Licensed Practical Nurse
- Medical Assistant
- Medical Lab Technician
- Medical Records Technician
- Orthotics/Prosthetics Technician
- Pharmacist Technician
- Physical Therapy Technician
- Psychiatric Technician
- Radiological Technician
- Respiratory Therapist
- Ultrasound Technologist
- Veterinary Technician

Professional
- Administrator
- Athletic Trainer
- Audiologist
- Chiropractor
- Dental Hygienist
- Dietitian/Nutritionist
- Occupational Therapist
- Pharmacist
- Physical Therapist
- Physician
- Podiatrist
- Radiological Technologist
- Respiratory Therapist
- Speech Pathologist
- Vocational Nursing Teacher

Medical

Entry
- Home Health Aide
- Hospital Aide
- Orderly
- Physical Therapist Aide

Technical/Skilled
- Dental Hygienist
- Dental Lab Technician
- EEG Technician
- EKG Technician
- Emergency Medical Technician
- Medical Laboratory Technician
- Nuclear Medicine Technician
- Operating Room Technician
- Optician
- Paramedic
- Physician's Assistant

Professional
- Anesthesiologist
- Biochemist
- Cardiologist
- Dentist
- Family Practitioner
- Medical Researcher
- Nurse
- Occupational Therapist
- Optometrist
- Orthodontist
- Pediatrician

Career Ladder Examples 4

Career Ladders and Post Secondary Majors *Continued*

Entry	Technical/Skilled	Professoinal
	Radiation Therapy Technologist	Physical Therapist
	Radiology Technologist	Podiatrist
	Registered Vocational Nurse	Psychiatrist
	Sonographer	Radiologist
	X-ray Technician	Surgeon

TAKE NOTE . . .

Entry positions may require a high school diploma, GED, and/or on-site training.
Technical/Skilled positions may require junior/technical/community college or apprenticeship.
Professional positions may require a bachelor's degree or advanced degree.

Typical College Majors

Biophysics
Dentistry
Diagnostic Medical Sonography
Dietetics/Human Nutrition
Foods and Nutrition Science
Health Services Administration
Home Economics
Medicine
Molecular Biology
Nursing
Occupational Therapy
Optometry
Pharmacy
Physical Therapy
Podiatry
Pre-med
Public Health
Recreation/Fitness
Speech Therapy
Sports Medicine

Community College/Technical School Programs

Biotechnology
Dental Hygienist
Emergency Medical Technology
Gerontological Services
Home Health Aide
Medical Assistant/Secretary
Medical Radiologic Technology
Medical Records Technology
Nuclear Medical Technology
Nursing
Occupational Therapy Assistant
Operating Room Technician
Optician
Physical Therapy Assistant
Respiratory Therapy Technician

****These lists are not inclusive.****

Source: Klein ISD Career Pathways booklets.

Career Ladder Examples 4

HUMAN DEVELOPMENT, MANAGEMENT, and SERVICES

If You Are . . .

- Friendly, Open, and Outgoing
- Understanding and Cooperative
- Good at Solving Problems
- Interested in Making Things Better for Others

Dietitian

Librarian

Psychologist

Chef/Cook/Caterer

Recreation Worker

Teacher

Child Care Worker

Fashion Coordinator

TM 5

HUMAN DEVELOPMENT, MANAGEMENT, and SERVICES CAREERS

Are you friendly, open, outgoing, understanding, and cooperative? Do you like to work with people to solve problems? Is it important to you to do something that makes things better for other people? This may be the career group for you!

Child Development, Education, and Services Occupations

Child Care Worker
Kindergarten/Elementary/School Teacher
Child Protective Services Case Worker
Teacher Aide
Home Economics Teacher

Hospitality

Cook/Chef/Baker
Catering Manager
Hotel/Motel Manager
Food Services Director

Nutrition and Wellness

Dietitian
Consumer Product Specialist
Food Production Chemist

Career Group
Information Sheet 5

Human Development, Management, and Services Careers *Continued*

Environmental Design

Interior Designer
Set Designer

Consumer and Resource Management

Credit Counselor
Product Demonstrator
Personal Shopper
Extension Agent--Family and Consumer Sciences

Textiles and Apparel

Alteration Specialist
Visual Displayer
Fashion Buyer
Fashion Illustrator
Wardrobe Supervisor

Social Scientists and Urban Planners

Foster Parent
Elder Care Aide
Retirement Facility Administrator
Recreation Supervisor

Career Group
Information Sheet 5

Human Development, Management, and Services Careers

CAREER LADDERS AND POST SECONDARY MAJORS

Child and Family Services

Entry
Child Care Worker
Domestic Worker
Nursery School Assistant
Teacher's Aide

Technical/Skilled
Child Care Director
Foster Parent
Human Services Worker
Substitute Teacher

Professional
Case Manager
Child Psychologist
Counselor
Dietitian/Nutritionist
Occupational Therapist
Social Worker
Teacher

Education

Entry
Child Care Worker
Social Service Aide
Special Education Aide
Teacher Aide

Technical/Skilled
Child Care Director
Computer Assistant
Preschool Teacher
Substitute Teacher
Vocational/Technical Teacher

Professional
College Professor
Counselor
Diagnostician
Learning Facilitator
Librarian
School Administrator
Teacher

Hospitality Services

Entry
Bellhop
Bus Person
Chauffeur
Cook
Custodian
Dining Room Attendant
Dishwasher
Flight Attendant
Food Services Worker
Host/Hostess
Hotel/Food Services
Laundry Worker
Maid/Housekeeper
Recreation Facility Attendant
Waiter/Waitress

Technical/Skilled
Catering Director
Floral Designer
Food Technologist
Hotel Front Desk Operations
Interior Decorator
Preparation Cook
Reservation Clerk
Restaurant Shift Manager

Professional
Executive Chef
Dietitian/Nutritionist
Health Inspector
Hotel Manager
Restaurant Manager
Social/Recreation Director

Career Ladder Examples 5

Career Ladders and Post Secondary Majors *Continued*

Transportation

Entry
- Ambulance Driver
- Bus/Truck Driver
- Dispatcher
- Locomotive Engineer
- Longshoreman
- Seaman
- Taxi Driver/Chauffeur
- Ticket Agent

Technical/Skilled
- Aircraft Mechanic
- Air Traffic Controller
- Captain
- Flight Attendant

Professional
- Aircraft Pilot
- Traffic Manager

TAKE NOTE . . .

Entry-level positions may require a high school diploma, GED, and/or on-site training.
Technical/Skilled positions may require junior/technical/community college or an apprenticeship.
Professional positions may require a bachelor's degree or advanced degree.

Typical College Majors

Care and Development
City/Urban/Community/Regional Planning
Counseling and Guidance
Criminology
Education
International Relations
Law
Library Science
Political Science
Public Administration
Religious Studies
Sociology
Speech/Language/Pathology and Audiology
Sports and Fitness Management
Transportation
Vocational Rehabilitation Counselor

Community College/Technical School Programs

- Alcohol/Drug Abuse Counseling
- Child Care and Guidance Worker/Manager
- Convention/Meeting Planner
- Culinary Arts/Chef
- Hospitality Administration
- Human Service Worker
- Institutional Food Services
- Psychiatric/Mental Health Services Technician
- Special Education/General

These lists are not inclusive.

Career Ladder Examples 5

Source: Klein ISD Career Pathways booklets.

INDUSTRIAL and ENGINEERING TECHNOLOGY

If You Are . . .

- Mechanically Inclined
- Practical
- Good With Your Hands
- Good at Building Things
- Interested in Knowing How Things Work

Aerospace Engineer

Diesel Mechanic

Boilermaker

Printing Press Operator

Bricklayer

Architect

Drafter

TM 6

INDUSTRIAL AND ENGINEERING TECHNOLOGY

Are you mechanically inclined? Do you like to use your hands and build things? Are you curious about how things work? This may be the career group for you!

Engineers

- Aerospace Engineer
- Chemical Engineer
- Civil Engineer
- Electrical/Electronics Engineer
- Industrial Engineer
- Mechanical Engineer
- Nuclear Engineer
- Petroleum Engineer

Mechanics, Installers, and Repairers

- Aircraft Mechanic
- Automotive Mechanic
- Diesel Mechanic
- Electronic Equipment Technician
- HVAC/R Technician

Career Group
Information Sheet 6

Architects & Surveyors

- Architect
- Landscape Architect
- Surveyor

Metalworking & Plastics Working Occupations

- CNC Machinist
- Jeweler
- Machinist
- Tool and Die Maker
- Welder

Industrial and Engineering Technology Careers *Continued*

Printing Occupations

Bindery Worker
Graphics Technician
Typesetter
Plate Maker
Press Operator

Construction Trades Occupations

Bricklayer
Carpenter
Carpet Installer
Drywall Worker
Electrician
Glazier
Insulation Worker
Painter/Paperhanger
Plasterer
Plumber/Pipefitter
Roofer
Sheet-metal Worker

Plant & Systems Operators

Instrumentation Technician
Power Generating Plant Operator
Stationary Engineer
Water Treatment Plant Operator

Technologists (except health)

Broadcast Technician
Computer Programmer
Drafter
Engineering Technician
Semiconductor Manufacturer
Telecommunications Technician

Career Group
Information Sheet 6

Industrial and Engineering Technology Careers

CAREER LADDERS AND POST SECONDARY MAJORS

Automotive and Transportation

Entry
- Auto Service Center Attendant
- Apprentice Technician
- Brake Technician
- Collision Repair Apprentice
- Detailer
- Porter

Technical/Skilled
- Aircraft Mechanic
- Auto Collision Technician
- Diagnostician
- Diesel Mechanic
- Estimator
- Parts Store Owner/Operator

Professional
- Auto Dealership Owner/ Manager
- Automotive Engineer
- Automotive Instructor
- Body Shop Owner/Manager
- Manufacturing Representative
- Service Manager

Communications Technology

Entry
- Cable Installer
- Cellular Phone Installer
- Computer Hardware Installer
- Electrician's Helper

Technical/Skilled
- Design Technician
- Repair Technician
- Instrumentation Technician
- Sales and Service

Professional
- Design Engineer
- Radio Frequency Researcher/ Specialist
- Station Manager
- Systems Designer

Construction

Entry
- Bricklayer
- Building Maintenance Worker
- Cabinetmaker's Helper
- Carpenter's Apprentice
- Electrician's Helper
- Journeyman Plumber
- Painter
- Roofer's Helper
- Welding Technician

Technical/Skilled
- Cabinetmaker
- Carpenter
- Heating and Air-Conditioning Technician
- Licensed Electrician
- Licensed Plumber
- Pipelifter
- Quality Control Inspector
- Roofer

Professional
- Architect
- Builder/Developer
- Construction Supervisor
- Construction Trades Teacher
- Engineer
- Master Electrician
- Master Plumber
- Welding Inspector

Industrial Technology

Entry
- Technician's Assistant
- Computer Operator
- Construction Worker Technician
- Drafter Trainee
- Mechanic's Assistant

Technical/Skilled
- Auto Technician
- Computer Maintenance Technician
- Construction Foreman
- Designer

Professional
- Architect
- Civil Engineer
- Construction Superintendent
- Construction Supervisor
- Electrical Engineer

Career Ladders and Post Secondary Majors *Continued*

Entry	Technical/Skilled	Professional
Machine Operator	Drafter	Mechanical Engineer
	Electronic Technician	Senior Draftsperson
	Mechanical Technician	

Manufacturing

Entry	Technical/Skilled	Professional
Assembly/Solderer	Finisher	Business Owner
Fitter	Machinist	Electrical Engineer
Machine Operator	Quality Control Inspector	Welding Engineer
Materials Handler	Robotics/Automation Specialist	
Welder	Tool and Die Maker	
	Welder Technician/Inspector	

TAKE NOTE . . .

Entry Positions may require a high school diploma, GED, and/or on-site training.
Technical/Skilled positions may require junior/technical/community college or apprenticeship.
Professional positions may require a bachelor's degree or advanced degree.

Typical College Majors

- Aerospace Engineering
- Agricultural Engineering
- Architectural Engineering
- Bioengineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Environmental Engineering
- Industrial Engineering
- Marine Engineering
- Materials/Metallurgic Engineering
- Mechanical Engineering
- Metallurgy
- Nuclear Engineering
- Petroleum Engineering
- Textile Science and Engineering

Community College/Technical School Programs

- Airframe and Power Plant Technology
- Automotive Technology
- Computer Maintenance Technology
- Construction Trades
- Diesel Engine Mechanic
- Draftng
- Electrical/Electronic Technician
- Electrician
- Electronics
- Heating, Air Conditioning and Refrigeration
- Machinist
- Plumber and Pipefitter
- Robotics
- Welding

****These lists are not inclusive.****

Source: Klein ISD Career Pathways booklets.

Career Ladder Examples 6

PERSONAL AND PROTECTIVE SERVICES

If You Are . . .

- Friendly and Outgoing
- Interested in Making Society Better
- Interested in Comfort and Appearance of People and their Possessions

Barber/Hair Stylist

Corrections Officer

Lawyer/Judge

Flight Attendant

Firefighter

Military

TM 7

PERSONAL and PROTECTIVE SERVICES CAREERS

Do you like to work with people in social, recreational, and leisure environments? Are you responsible and want to help others? Do you like to travel? Do you like to work with your mind as well as your hands? This may be the career group for you!

Legal Occupations

- Court Reporter
- Paralegal
- Lawyer/Judge

Protective Services Occupations

- Corrections Officer
- Firefighter
- Military Personnel

Materials and People Moving Occupations

- Bus Driver
- Truck Driver
- Ticket Agent
- Flight Attendant
- Aircraft Pilot

Personal and Building Service Occupations

- Barber/Cosmetologist
- Housekeeper
- Custodian
- Dog/Pet Groomer
- Dry Cleaner

Social Services and Rehabilitation Occupations

- Social Worker
- Probation Officer
- Case Worker

**Career Group
Information Sheet 7**

Personal and Protective Services Careers

CAREER LADDERS AND POST SECONDARY MAJORS

Cosmetology

Entry	Technical/Skilled	Professional
Manicurist	Barber	Color/Cosmetics Chemist
Nail Designer	Beauty School Owner	Cosmetology Examiner
Nail Technician	Hairstylist	Cosmetology Inspector
Shampoo Technician	Makeup Artist	Teacher
Skin Care Specialist	Platform Artist	
	Salon Manager/Owner	
	Supply House Owner	

Government, County, and City Services

Entry	Technical/Skilled	Professional
Camp Counselor	Firefighter	Customs Inspector
Claimstaker	Interpreter for Deaf	Lawyer
Hazardous Waste Technician	Mortician	Military Officer
Hospital Interpreter	Postmaster	Parks and Recreation Manager
Mail Carrier	Surveyor	Politician
Military Service		Public Administrator
Postal Clerk		Safety Inspector
		Urban/City Planner

Legal Services

Entry	Technical/Skilled	Professional
Courier	Computer Specialist	Corporate Law
File Clerk	Court Reporter	Defense Law
Receptionist	Detective	District County/State Lawyer: Trial Law
	Law Clerk	Family Law
	Legal Secretary	Immigration Law
	Paralegal	Probate Law
	Private Investigator	Tax Law

Career Ladders and Post Secondary Majors *Continued*

Law Enforcement

Entry	Technical/Skilled	Professional
Dispatcher	Corrections Officer	Border Patrol Officer
File Clerk	Jailer	Corrections Facility Supervisor
Security Guard	Police Officer	Probation Officer
	Prison Guard	Special Agent
		Texas Ranger
		Warden (prison)

TAKE NOTE . . .

Entry positions may require a high school diploma, GED, and/or on-site training.
Technical/Skilled positions may require junior/technical/community college or an apprenticeship.
Professional positions may require a bachelor's degree, master's degree, or doctoral degree.

Typical College Majors

Accounting
Counseling and Guidance
Criminal Justice
Criminology
Finance
Law
Political Science
Psychology
Social Science
Sociology

Community College/Technical School Programs

Air Traffic Controller
Cosmetology
Court Reporter
Criminal Justice Studies
Fire Protection Safety
Law Enforcement
Legal Assistant Secretary
Massage Therapy
Paralegal
Personal Fitness Trainer
Public Administration
Travel and Tourism
Human Resources Management

****These lists are not inclusive.****

Source: Klein ISD Career Pathways booklets.

ACTIVITY SHEET 3: PRIORITIZING THE CAREER GROUPS

DIRECTIONS: Prioritize the list of seven career groups according to your personal interests. Rank them from 1 to 7, with 1 being the career group that you find most interesting and 7 being the career group that interests you the least.

_____ Agriculture Science and Technology Careers

_____ Art, Communications, and Media Careers

_____ Business and Marketing Careers

_____ Health Science Technology Careers

_____ Human Development, Management, and Services Careers

_____ Industrial and Engineering Technology Careers

_____ Personal and Protective Services Careers

Record your top two priority career groups then list three occupations that fall within each of the groups that you feel would be good career matches for you.

FIRST PRIORITY GROUP	SECOND PRIORITY GROUP
______________________	______________________
Occupations:	Occupations:
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

NOTE Place this completed activity sheet in your career portfolio.

UNIT II-1 TEST

A. Match the following interests and characteristics to career groups.

_____ 1. Are you a nature lover? Are you practical, curious about the physical world, and interested in plants and animals? Do you like to be physically active? Do you like to observe, learn, investigate, or solve problems?

_____ 2. Are you a creative thinker? Are you imaginative, innovative, and original? Do you like to communicate ideas?

_____ 3. Do you enjoy being a leader, organizing people, planning activities, and talking with people? Do you like to work with numbers or ideas? Do you enjoy carrying through with an idea and seeing the end product? Do you like to know what is expected of you?

_____ 4. Do you like to care for people or animals who are sick, or help them stay well? Are you interested in new diseases and in how the body works? Do you enjoy observing patients and looking for changes in how they are doing?

_____ 5. Are you friendly, open, outgoing, understanding, and cooperative? Do you like to work with people to help solve problems? Is it important to you to do something that makes things better for other people?

_____ 6. Are you mechanically inclined and practical? Do you like to use your hands to build things? Are you curious about how things work?

_____ 7. Do you like to work with people in social, recreational, and leisure environments? Do you like to help others? Do you like to travel? Do you like to work with your mind, as well as your hands?

A. Health Science Technology Careers

B. Personal and Protective Sevices Careers

C. Agriculture Science and Technology Careers

D. Industrial and Engineering Technology Careers

E. Art, Communications, and Media Careers

F. Human Development Management, and Services Careers

G. Business and Marketing Careers

B. List two occupations for each of the seven career groups.

AGRICULTURE SCIENCE & TECHNOLOGY CAREERS	HEALTH SCIENCE TECHNOLOGY CAREERS	INDUSTRIAL & ENGINEERING TECHNOLOGY CAREERS
____________________	____________________	____________________
____________________	____________________	____________________

ART, COMMUNICATIONS, & MEDIA CAREERS

____

____

HUMAN DEVELOPMENT, MANAGEMENT, & SERVICES CAREERS

____

____

PERSONAL & PROTECTIVE SERVICES CAREERS

____

____

BUSINESS & MARKETING CAREERS

____

____

UNIT II

Module 1: *Career Groups*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1-3

Evaluated to the satisfaction of the teacher.

UNIT II-1

ANSWERS TO UNIT TEST

A.

1. C
2. E
3. G
4. A
5. F
6. D
7. B

B.

Evaluated to the satisfaction of the teacher. (Refer to Career Ladder Examples 1-7.)

TEACHER PREPARATION

UNIT II

Module 2: *Locating and Using Information About Occupations*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (II-2-5)	1 (II-2-6)
2 (II-2-7)	2 (II-2-8)
3 (II-2-9, 10)	3 (II-2-11)
4 (II-2-14, 15)	4 (II-2-12)
	5 (II-2-13)
	6 (II-2-16)
	7 (II-2-17, 18, 19, 20, 21, 22, 23)

UNIT II-2 TEST (II-2-25, 26)

Additional Resources Needed:

- ACTIVITY SHEET 3 (II-2-11): *The Dictionary of Occupational Titles*
- ACTIVITY SHEET 4 (II-2-12): *Occupational Outlook Handbook*, computer programs, online information, or other resources (see II-2-12 directions)

UNIT II

Module 2: *Locating and Using Information About Occupations*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (II-2-5): TERMS AND DEFINITIONS**

1. Discuss terms and definitions.

2. Have the students complete **ACTIVITY SHEET 1 (II-2-6): USING TERMS TO MAKE SENTENCES** to reinforce the definitions.

B. **INFORMATION SHEET 2 (II-2-7): PORTFOLIO**

NOTE Explain to students that they will be using their portfolios as a means of matching information about themselves to specific occupations.

1. Students have begun a portfolio in Career Connections. Use this Information Sheet to discuss what a portfolio is and how it will help in organizing material and displaying skills.

2. **ACTIVITY SHEET 2 (II-2-8): ORGANIZING YOUR PORTFOLIO** will help students begin setting up their portfolios.

C. **INFORMATION SHEET 3 (II-2-9, 10): WHAT IS OUT THERE**

1. Stress the importance of students' learning how to use career resources.

2. Further explain the situations in which the students would use each of the resources.

   a. The nine-digit occupational code is not included in this unit; however, should you have some students who would apply this information, you may wish to explain it to them.

   b. Use **ACTIVITY SHEET 3 (II-2-11): NAMING OCCUPATIONS** to reinforce the understanding of the applicability of the Index of Occupational Titles.

3. Gather other sources that are available that will provide occupational information; allow students to spend at least one-half of a class period becoming familiar with these resources. Lead students to develop a chart listing additional resources, with a brief explanation of what each contains and how it can be used.

4. Use **ACTIVITY SHEET 4 (II-2-12): OCCUPATIONAL REPORT FORM** to give students practice in utilizing career resources.

NOTE Choose the occupation on which you want the students to report and have them complete ACTIVITY SHEET 4.

5. Use **ACTIVITY SHEET 5 (II-2-13): CREATING A PLAN** to help students understand that preparation for their careers begins now.

D. **INFORMATION SHEET 4 (II-2-14, 15): OCCUPATIONAL INFORMATION FROM COMMUNITY BUSINESS REPRESENTATIVES**

1. Discuss the different ways to gain experience from the local business community. Also discuss the importance of attitude and behavior when business people are taking the time to help in this way.

NOTE A guide for guest speakers is included on page II-2-15. This guide should be given to the guest speaker at least two weeks in advance, if possible.

2. Use **ACTIVITY SHEET 6 (II-2-16): CREATE A CAREER RESOURCE FILE** to give students experience in developing a system to help them access resources for training and employment. Each student is to conduct one interview from the sources listed in ACTIVITY SHEET 6. Copy these completed forms and distribute them in class so that each student has a full set of Career Resources. The class can discuss the most useful way to arrange their files (i.e., the type of work or by opportunities available; job shadowing).

3. Use **ACTIVITY SHEET 7 (II-2-17, 18, 19, 20, 21, 22, 23): CAREER CRITIQUES** to help students learn to evaluate occupational information and experiences.

II. Unit II-2 Test (II-2-25, 26)

III. Answers to Activity Sheets and Unit II-2 Test (II-2-27, 28)

UNIT II

Module 2: *Locating and Using Information About Occupations*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

ADVANCEMENT	being promoted to a higher position
APPRENTICESHIP	a program that allows you to be trained in an occupation by working under the supervision of a professional in that field
EDUCATIONAL PREREQUISITES	knowledge or skills required prior to getting a job
EMPLOYMENT OUTLOOK	how the future looks for an occupation
JOB DESCRIPTION	the details (usually written) of a job; what the job tasks are, what equipment is involved, etc.
NETWORKING	communicating with individuals who may help you find a job
PORTFOLIO	a collection of information about you and your experiences that can be shown to prospective employers
RESOURCE	any thing, person, or action to which you may turn in time of need
SALARY	a fixed amount of money paid at regular times, such as once a month, for work done; the words *pay*, *wages*, and *earnings* can be used in place of *salary*

ACTIVITY SHEET 1: USING TERMS TO MAKE SENTENCES

DIRECTIONS: Make nine sentences using one of the following terms in each sentence.

advancement
educational prerequisites
salary
resource
networking
employment outlook
job description
portfolio
apprenticeship

1.
2.
3.
4.
5.
6.
7.
8.
9.

INFORMATION SHEET 2: PORTFOLIO

I. What is a portfolio?

A collection of information about you and your experiences that can be used by prospective employers. The portfolio is started in high school, updated as needed, and is maintained for your entire working life.

II. Components

A. Data Sheet--including a current photograph (head shot) of yourself

B. Copies of awards, including letters of accomplishment

C. Listing of extracurricular and community activities

D. Photographs and/or samples of work (art, projects, etc.)

E. Writing Sample

F. Names of at least three adults (no relatives) you can use as references

G. Scores/results of various assessments (interest, aptitude, ACT/SAT, TAAS, etc.)

H. Career research paper

I. Listing of software applications in which you are proficient

III. Items to be Added

A. Work history (include: name of company, address, telephone numbers, supervisor's name and title, your title, beginning and ending dates of employment, and beginning and ending salary)

B. Letters of recommendation from previous employers

ACTIVITY 2: ORGANIZING YOUR PORTFOLIO

Prepare a Table of Contents and a Checklist indicating the necessary components of a portfolio. Determine the components you can include at this time. As this course progresses, be sure to add new items as you complete them. Remember, this portfolio will be taken with you at the conclusion of this course, and you will use it throughout your professional employment years. Keep your portfolio updated and in good condition so that it is always ready for use.

INFORMATION SHEET 3: WHAT IS OUT THERE

I. Why You Need to Know How to Use Career Resources That Are Available

A. As you become aware of different occupations, you will want to know more about them.

B. To save time, you will want to know what type of of information each resource will provide.

II. The *Dictionary of Occupational Titles* (D.O.T.) Can Assist You If:

A. You know the name or title of the occupation but cannot find any information using that title,

1. Many times, occupations have more than one title.

2. The *Dictionary of Occupational Titles* has an Index of Occupational Titles listed in alphabetical order.

a. Once you find the *D.O.T.* number, you can locate the information concerning the occupation.

b. The *D.O.T.* lists alternate job titles for occupations.

c. The *D.O.T.* also lists closely related occupations.

B. You want to know what industry or industries in which an occupation would be used,

C. You want to know the job description of an occupation, or

D. You want to know the meanings of technical terms commonly used in describing occupations.

NOTE

> Because the meanings of technical words often differ from common usage as shown in a standard dictionary, a Glossary of Technical Terms is provided in the *D.O.T.*

III. The *Occupational Outlook Handbook* Can Assist You If You Want to Know:

- the nature of work for an occupation
- what the places of employment are for an occupation
- the employment outlook for an occupation
- the earnings and working conditions for an occupation
- where to look for more information about an occupation
- what training is needed, what qualifications are required, and what the chances are for advancement within a certain occupation

IV. Electronic Resources (Internet, CD-ROM, Software) Can Help You If:

A. You want current information, or

B. You want to search for information not available in printed materials.

V. The State Occupational Information Coordinating Committee (S.O.I.C.C.) Hotline number (1-800-822-PLAN) can assist you if:

A. You want to request career opportunities information, or

B. You want additional information.

VI. Additional Resources

- Chambers of Commerce
- Places of employment
- State employment agency
- People currently in the career
- Professional organizations and journals
- Career briefs
- Computer Information Delivery Systems (see your librarian and/or counselor)

ACTIVITY SHEET 3: NAMING OCCUPATIONS

DIRECTIONS: Use the Index of Occupational Titles in the *Dictionary of Occupational Titles* to assist you in naming two occupations that begin with the following letters:

	1	2
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		
N		
O		
P		
Q		
R		
S		
T		
U		
V		
W		
X		
Y		
Z		

ACTIVITY SHEET 4: OCCUPATIONAL REPORT FORM

DIRECTIONS: Use the *Occupational Outlook Handbook*, computer programs, on-line information, interviews, or any other available resources to find out about an occupation of interest. Use the following as a guide.

NAME OF OCCUPATION: ______________________________.

I. Nature of Work

II. Working Conditions

III. Education and/or Training

IV. Estimated Length of Training

V. Estimated Cost of Education/Training

VI. Other Qualifications

VII. Chances for Advancement

VIII. Job Outlook

IX. Related Occupations

ACTIVITY SHEET 5: CREATING A PLAN

DIRECTIONS: Use the information you gathered on ACTIVITY SHEET 4 to complete this career preparation plan.

Job Title: ______________________________

STEP ONE:
Take these high school subjects to begin learning the skills necessary for this job:

______________________ ______________________

______________________ ______________________

______________________ ______________________

STEP TWO:
Volunteer, work part-time, or take a summer job at these places of business to help decide if I would really like this kind of work:

______________________ ______________________

______________________ ______________________

______________________ ______________________

STEP THREE:
After high school: (check one)

_____ Apply for apprenticeship or on-the-job training

_____ Attend a technical school

_____ Attend a community college to complete a certification program or an associate's degree

_____ Attend a college or university to begin work on a bachelor's degree

_____ Other: ____
____

INFORMATION SHEET 4: OCCUPATIONAL INFORMATION FROM COMMUNITY BUSINESS REPRESENTATIVES

The opportunity to observe people at work or talk with a person who works in a job that you would like to know more about is one of the best ways to learn about a specific job or a career path. You can gain occupational information through:

JOB SHADOWING

Adults working in jobs that interest you allow you to work alongside them or observe them on their job.

CAREER STUDY TOUR OR FIELD TRIP

A visit to a place of employment where you can observe people working at several different jobs at one work site. The tour guide will explain the purpose of the work you see and the duties performed by the different people you see working.

GUEST SPEAKER

A person from a business or industry visits your classroom to talk with your class about his/her kind of work and answer questions students may have.

CAREER FAIRS

Multiple employers/workers gather at one place to talk about their jobs and allow students to ask questions about a variety of different jobs.

GUIDE FOR GUEST SPEAKERS

This guide is provided to assist you in planning and preparing your presentation to our class. This is an example of the type of information the students will be interested in obtaining.

1. Why did you decide on your career?
2. Where did you learn about your career?
3. How long have you worked at your job?
4. What things did you learn in school that helped you in this career?
5. Is there a subject area you wish you had studied more about in school?
6. What type of special training, if any, do you use?
7. What special equipment or tools, if any, do you use?
8. How many hours do you work each day?
9. Are you required to work more hours if needed?
10. Is your job ever dangerous?
11. Do you have a boss?
12. What skills do you feel are most important in getting along with others?
13. Does your career relate to your hobbies?
14. What skills do you feel are most important in getting along with others?
15. Are you required to move often? If so, what problems does it create?
16. What does the future look like for your career?
17. Is there an opportunity for advancement in your career?
18. Does your employer provide fringe benefits? If so, what?
19. What personal qualities are needed to be successful in your career?
20. If someone wanted to pursue a career similar to yours, what advice would you give him/her?

ACTIVITY SHEET 6: CREATE A CAREER RESOURCE FILE

DIRECTIONS: Complete this activity sheet using information from a phone interview, an in-person interview, a guest speaker to your classroom, or a request of an employer for a written response.

Name of Business: ______________________________________

Name of Person Supplying Information: ______________________________________

The type of business (for example: services industry, product manufacturer, health care, or education):

____

List job titles of people employed in your business (for example: secretary, transportation managers, truck drivers, etc.):

____

____

How are job openings usually announced? Newspapers, Internet, state employment agency, or other?

____

Do you hire high school or college students in part-time positions? YES NO

If yes, contact person (name and phone number, e-mail address, or FAX number)

____

____

Do you have: On-the-job training? YES NO

Apprenticeships? YES NO

If yes, contact person (name and phone number, e-mail address, or FAX number)

____

____

What do you think is the best way for a student interested in working at your company to gain the knowledge and skills necessary for employment?

____

____

____

____

ACTIVITY SHEET 7: CAREER CRITIQUES
(TEACHER INSTRUCTIONS)

DIRECTIONS: (for students) You are to complete career critiques for three different jobs. A critique is an analysis or evaluation. After gathering information on a job, think about the aspects of the job that you believe you would like and the aspects of the job you would not. On the whole, would this job be a good choice for you? Use the forms supplied by your teacher to record job information. Be very careful and thoughtful on the last question of each form, which asks for your critique.

Be sure to use the correct form for each job you research.

FORM A:	Printed material or on-line sources material (II-2-18)
FORM B:	Personal and guest speaker interviews (II-2-19, 20, 21)
FORM C:	Audiovisual presentations (II-2-22)
FORM D:	Career study tours or field trips (II-2-23)

CAREER CRITIQUE: FORM A
(PRINTED MATERIAL OR ON-LINE SOURCES MATERIAL)

DIRECTIONS: Use the following outline as a guide for preparing a report on an occupation that interests you in the cluster we are studying. Write on your own notebook paper.

I. Resources Used (If print resource, list title, publisher, and date; if on-line resource, list complete URL)

II. Name of Occupation/Other Titles (if any)

III. Duties/Nature of Work

IV. Personal Qualities Needed/Physical Requirements (if any)

V. Education/Training Required

VI. Chances for Advancement

VII. Outlook

VIII. Places for Employment (types of businesses/industries, etc)/ Working Conditions (hours, indoors/outdoors)

IX. Salary/Earnings

X. Closely-related Occupations

XI. Explain your interest/disinterest in pursuing this occupation. For example, will this occupation satisfy your needs? Does what you know about yourself make you suited for this occupation?

CAREER CRITIQUE: FORM B
(PERSONAL & GUEST SPEAKER INTERVIEWS)

DIRECTIONS: The following questions should be asked of guest speakers and/or persons who conduct career study tours. Summarize their answers below each question.

1. Why did you choose your occupation?

2. Where did you learn about your occupation?

3. How long have you worked at your job?

4. What things did you learn in school that helped you in this occupation?

5. Is there some area you wish you had studied more about in school?

6. What type of special training, if any, do you need for your occupation? Approximately how much will this training cost?

7. What special equipment or tools do you use?

8. How many hours do you work each day?

9. Are you required to work more hours if needed?

10. Is your job ever dangerous?

11. Do you have a boss?

12. What skills do you feel are most important in getting along with others?

13. Does your career relate to your hobbies?

14. With what type of people do you work daily?

15. Are you required to move often? If so, what problems does it create?

16. What does the future look like for your career?

17. Is there opportunity for advancement in your career?

18. Does your employer provide fringe benefits? If so, what?

19. What personal qualities are needed to be successful in your career?

20. If someone wanted to pursue an occupation similar to yours, what advice would you give him/her?

21. (For Student Only) After this interview, do you think you would be interested in working in this occupation? Explain why or why not.

CAREER CRITIQUE: FORM C
(AUDIOVISUAL PRESENTATIONS)

DIRECTIONS: Complete the following questions using the information you gained from viewing

____.
film or video title

1. What occupation or occupations were mentioned in the film?

2. What duties are part of each occupation?

3. What education/training is required for each occupation?

4. What is the salary range for each occupation mentioned?

5. Do you think any of the occupations have changed since the film or filmstrip was made? If so, how?

6. Would you be interested in any of the occupations mentioned? If so, tell which one(s) and explain why. If not, explain why not.

CAREER CRITIQUE: FORM D
(CAREER STUDY TOURS OR FIELD TRIPS)

DIRECTIONS: Complete this form using the information you gained from participating in the tour of

____.
name of business

1. Describe the purpose of this work establishment. For example, what do they produce and/or sell, or what service(s) do they perform?

2. Name two occupations you observed there.

3. Describe the duties, education/training requirements, earnings, and any other pertinent job-related factors of at least one occupation observed.

4. Describe the working environment. For example, indoor/outdoor, noisy/quiet, etc.

5. Explain your reasons for wanting or not wanting to work there.

UNIT II-2 TEST

A. Match the following terms and definitions by placing the correct letter in the blanks at the left.

_____1.	The specific duties (usually written) of a job	a.	Resource
_____2.	A fixed amount of money paid at regular times for work completed	b.	Advancement
_____3.	Being promoted to a higher position	c.	Employment Outlook
_____4.	How the future looks for an occupation	d.	Job Description
_____5.	Any thing, person, or action to which you may turn in time of need	e.	Salary

B. Explain in your own words why you need to know how to use career resources.

C. Name five career information resources which would provide you information about occupations.

1.

2.

3.

4.

5.

UNIT II

Module 2: *Locating and Using Information About Occupations*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1-7
Evaluated to the satisfaction of the teacher.

UNIT II-2

ANSWERS TO UNIT TEST

A.

1. d
2. e
3. b
4. c
5. a

B.

Evaluated to the satisfaction of the teacher.

C. Five career information resources such as the following:

1. Chamber of Commerce
2. Places of employment
3. State employment agency
4. People currently in the career
5. Professional organizations and journals
6. Career briefs
7. Computer Information Delivery Systems (often used in counselor's office)
8. Electronic resources (Internet, CD-Rom, Software)
9. *Dictionary of Occupational Titles*
10. *Occupational Outlook Handbook*
11. S.O.I.C.C.

TEACHER PREPARATION

UNIT II

Module 3: *Entrepreneurship*

Copy One Per Student:

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (II-3-5, 6, 7, 8)	1 (II-3-9, 10)
2 (II-3-11, 12)	2 (II-3-13, 14)

UNIT II-3 TEST (II-3-15)

Additional Preparation:

- for ACTIVITY SHEET 2 (II-3-13, 14): An instructional option for ACTIVITY SHEET 2 requires business representatives to come visit your class room. You will need to make arrangements in advance if you choose this option.

UNIT II
Module 3: *Entrepreneurship*

TEACHER OVERVIEW

I. Information and Activity Sheets

- A. **INFORMATION SHEET 1 (II-3-5, 6, 7, 8): ENTREPRENEURSHIP**
  1. Explain that within every career group there are numerous opportunities for entrepreneurship.
  2. Have the students give their definition of entrepreneurship.
  3. Discuss with students the type of individual who might think about entrepreneurship.
  4. Invite an entrepreneur from the community to speak to the class on how he/she got started and his/her feelings concerning entrepreneurship. (Students may also be taken on a field trip to a business started by an entrepreneur.)
  5. Use **ACTIVITY SHEET 1 (II-3-9, 10): AM I AN ENTREPRENEUR?**
     - a. Assist students in evaluating their responses.
     - b. Discuss with students why each area would be important.

       EXAMPLE: Are you a self-starter?
- B. **INFORMATION SHEET 2 (II-3-11, 12): THE BUSINESS PLAN**
  1. Discuss each of the seven basic parts of a business plan.
  2. Have students try to give examples of where information for each part of the plan might be found. (For example: An entrepreneur might observe similar businesses, read small business guides from the library, or take classes on entrepreneurship offered by community agencies or colleges.)
  3. If possible, have one of the following community resource persons come to speak to your class:
     - a. A local entrepreneur
     - b. A representative from the Small Business Association
     - c. A representative from the Small Business Development Center
     - d. A representative from SCORE--Service Corps of Retired Executives

4. Use **ACTIVITY SHEET 2 (II-3-13, 14): WRITING A BUSINESS PLAN** to give students experience in thinking through some of the prerequisites to beginning a successful small business.

NOTE

If at all possible, take the extra days outlined in the description of ACTIVITY SHEET 2 for involving community resource persons in advising the students on their business plans. The "Business Mentor Carousel Day" will build important bridges for the students in having contacts for future work experiences and will give them the invaluable benefit of learning from the experience of community adults.

II. Unit II-3 Test (II-3-15)

III. Answers to Activity Sheets and Unit II-3 Test (II-3-17)

UNIT II
Module 3: *Entrepreneurship*

INFORMATION SHEET 1: ENTREPRENEURSHIP

I. What is Entrepreneurship?

The organizing, managing, and operating of a small business.

II. Who should start a business?

- A. Personality traits.
    - 1. Need for achievement.
    - 2. Need for independence.
    - 3. Self-confidence.
    - 4. High level of activity.
    - 5. Courage, curiosity, and creativity.
- B. Someone who wants to control his/her own destiny has a great need for independence.

III. Why should you start a company?

- A. It might be a way to make more money than you could if you worked for someone else.
- B. It would give you the chance to do something different.
    - 1. You could use your own ideas.
    - 2. You could be recognized in your profession.
- C. You might like being your own boss.
    - 1. You would answer only to yourself.
    - 2. You could set your own hours.
- D. It would give you the chance to discover if you have the ability to do something on your own.
- E. It would allow you to help society by providing new services.

F. A recent Gallup Poll found that 7 out of 10 high school students are strongly interested in owning and operating a business someday.

IV. What should you know before you start a new business?

A. You should know something about the business.

B. You need to know the amount of money or capital it will take to start your business.

C. You should be aware of the importance of a good business location.

D. You will need to have a way to manage your inventory.

E. You should not invest too much of your money in a way that it cannot be quickly changed to cash.

F. You will need to have good credit policies.

G. You will need to limit the amount of money you take out of the business.

H. You must carefully make plans for expanding your business.

V. There are 10 steps you must take to start a new business.

A. Establish a checking account with a commercial bank.

B. Decide if you need a business partner.

C. Draw up a partnership agreement if you have a partner.

D. Obtain a business loan if needed.

E. Study the regulations that apply to the type you wish to start:

1. Federal regulations
   a. Wages
   b. Health laws
   c. Fair trade

2. State regulations
   a. Licenses
   b. Permits

3. County or City Regulations
   a. Zoning
   b. Inspection requirements
   c. Permits
   d. Licenses

F. Obtain insurance to cover your business.

G. Obtain information about taxes.

H. Set up a record-keeping system.

I. Decide if you will need to hire employees.

  1. Set up employee policies.

  2. Decide on skills required.

J. Inform the public about your business by advertising.

VI. What are the risks involved?

A. There will be financial risk.

  1. In most cases, you will have to invest all of your personal savings.

  2. Over 70 percent of all bankruptcies in business involve businesses with less than $100,000 in liabilities.

B. There will be a risk of failure.

  1. Fifty percent of all new businesses fail within the first two years of operation.

  2. Seventy percent of all new businesses fail within five years.

C. There may be risk to your career.

  1. If you are currently employed in one occupation, you will, at some point, quit your job to start a business.

  2. If your business does not succeed, it may be difficult to return to your old job.

D. There may be personal risk.

  1. You must spend time away from your family.

  2. You will have less time for social activities.

VII. What kind of rewards can you expect?

A. If your business is a success, you may be able to make more money than you could have working for someone else.

B. It is a way to feel good about yourself from having used your own talents and having been a success doing it.

VIII. What kind of business should you start?

A. You may want a business that provides a service.

EXAMPLES:
1. Automobile Repair
2. Dry Cleaning
3. Grocery
4. Cleaning
5. Computer Service

B. You may want a business that produces a product.

EXAMPLES:
1. Clothing
2. Custom Jewelry
3. Home Furnishings
4. Bakery

IX. There are resources to help you start a business.

A. You do not need to know everything yourself.

B. Professionals are ready to help you in areas you may not know enough about.

C. The United States has many ways to distribute products.

D. Many companies are willing to design packaging and market your product the way you want.

E. Conditions are good for starting a new business.

1. People with skills are available to help you.
2. Many people are not satisfied with big business.
3. People change jobs often.
4. People are willing to move in order to find work.
5. Many people will work for a share of your business instead of being paid wages.

ACTIVITY SHEET 1: AM I AN ENTREPRENEUR?

DIRECTIONS: Under each question, check the answer that says what you feel or comes closest to it. Be honest with yourself.

Are you a self-starter?

_____ I do things on my own. Nobody has to tell me to get going.
_____ If someone gets me started, I keep going.
_____ Easy does it. I don't put myself in a hurry until I have to.

How do you feel about other people?

_____ I like people. I can get along with just about anybody.
_____ I have plenty of friends; I don't need anyone else.
_____ Most people bother me.

Can you lead others?

_____ I can get most people to go along when I start something.
_____ I can give orders if someone tells me what we should do.
_____ I let someone else get things moving. Then I go along if I feel like it.

Can you take/handle responsibility?

_____ I like to take charge of things and see them through.
_____ I'll take over if I have to, but I'd rather someone else be responsible.
_____ There's always some eager beaver around waiting to show how smart he/she is. I say, "Let 'em."

How good of an organizer are you?

_____ I like to have a plan before I start. I'm usually the one to get things lined up when friends want to do something.
_____ I do all right unless things get messed up. Then I disappear.
_____ I get ready and then something comes along and stops the plan. So, I just take things as they come.

How good of a worker are you?

_____ I can keep going as long as I am needed. I don't mind working for something I want.
_____ I'll work hard for a while, but when I've had enough, that's it!
_____ I can't see that hard work gets me anywhere.

Can you make decisions?

_____ I can make up my mind in a hurry if necessary. It usually turns out okay.
_____ I can, if I have plenty of time. If I have to make up my mind too fast, I think later that I should have decided the other way.
_____ I don't like to be the one who decides things. I'd probably ruin it.

Can people trust what you say?

_____ Yes, they can. I don't say things I don't mean.
_____ I try to be honest most of the time, but sometimes I just say what is easiest.
_____ What does it matter if the other person doesn't know the difference?

Can you stick with it?

_____ If I make my mind up to do something, I don't let anything stop me.
_____ I usually finish what I start--if it doesn't get fouled up.
_____ If it doesn't go well right away, I stop. Why beat my brains out?

How good is your health?

_____ I never get run down!
_____ I have enough energy for most things I want to do.
_____ I run out of energy sooner than most of my friends seem to.

Now, count the checks you made.

_____ How many checks are beside the first answer to each question?
_____ How many checks are beside the second answer to each question?
_____ How many checks are beside the third answer to each question?

If most of your checks are beside the first answer, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. Better find a partner who is strong on the points in which you are weak. If many checks are beside the third answer, entrepreneurship is probably not for you.

INFORMATION SHEET 2: THE BUSINESS PLAN

One of the ten steps to starting a new business was to obtain a business loan if needed. Before a lending institution will loan money to a new business, the people granting loans and making decisions will want to know that the entrepreneur has planned and researched his or her business well. The most common way to show that this important preparation has been done is to present a business plan with the request for funding.

Following is a list of basic parts of a business plan:

1. **Description of the business**. Will you manufacture a product or perform a service? How and where will your product be manufactured and packaged? Or, what materials will you need to perform the service you intend to deliver? How did you decide on this product or service? Have you researched how your product or service has developed?

2. **The market of your business**. Who will your customers be? What other businesses are currently providing the product or service you are proposing? Why should customers use your product or service instead of the competition's? How will you price your product or service?

3. **Advertising your business**. How will you advertise your business? How does your advertising plan ensure that you are reaching your targeted customers? Do you plan to do any kind of public relations work in the community? If so, what?

4. **The location of the business**. Where will your business be located? What advantages does this location have? What are the costs of the lease, rent, or purchase of property at this location?

5. **Equipment and materials**. What equipment and/or materials will you need for your office, production area, or service delivery?

6. **Owner information**. What skills and experience do you have that will help you operate your new business? Do you have plans for further training? Do you have sources of information for those times when you need advice?

7. **Financial plan**. A financial plan includes:

- A projected cash flow statement,
- a projected profit and loss statement,
- a balance sheet,
- start-up expenses, and
- your personal profit and loss statement.

This information takes a great deal of research and development time, but the lending institution will want to be able to see that the groundwork has been laid for the business to produce enough profits to repay the loan.

An entrepreneur may add different types of information, depending on the kind of business that will be financed, the specific requirements of the lending institution, and the business environment in which the business will be located.

ACTIVITY SHEET 2: WRITING A BUSINESS PLAN

The class will be divided into small groups for this activity. Each group will:
1) Decide on a product or service for a small business
2) Select a name for their business
3) Write an abbreviated business plan using only steps 1-6 on INFORMATION SHEET 2

Depending on the time set aside for this activity, you may want the students to complete this activity in one or two class periods. If more time is available, this is a good opportunity to bring some community business people into the classroom. If this is possible, arrange for the following five community representatives to come to your classroom for a Business Mentor Carousel Day:

1) A business person who is knowledgeable about packaging products
2) A business person who is knowledgeable about the service industry in your area
3) A business person familiar with different types and styles of advertising
4) A representative from the Small Business Development Center in your area
5) A commercial realtor or banker who is familiar with lease, rent, and purchase prices in your area

The students should spend one to two class periods in their small groups deciding on their business and roughing out steps 1-6 on the small business plan. When the students have made decisions about the kind of business they will begin and have some ideas of their own concerning the operating procedure, they can benefit from the carousel. Each business representative should be placed at a table with enough chairs for one small group at a time to sit with them to discuss their business. The group should have specific questions in each representative's area of expertise. The recorder for each small student group should write down the representative's advice and any discussion that will help them finalize their business plan. Each group will spend ten minutes with each representative. Adjust the business representatives invited according to the specific needs of the class. For example, if all groups are preparing a product and the advice of the service representative is not needed, you may choose to invite a business person with different expertise or to eliminate that position.

NOTE

You may want the small groups to meet a week or two in advance to make a decision only on the type of business they will use for this activity. This will enable you to invite the most appropriate business representatives.

In preparing the students for the carousel, discuss appropriate questions, how to state questions in clear language, and the importance of listening respectfully. This is not a time to argue with the business guests. It is a time to gather advice from a person with experience who is taking time from his or her own business to share information with students. Let the students know that they will have time in the next class period to make the decision whether to: 1) take a mentor's advice exactly as it was given, 2) use the basic idea of the advice but make some adaptations for their business, or 3) use different ideas of their own. Again, emphasize the importance of respectful questions and listening.

The next class period should be used by the groups to discuss the advice received in the carousel and to apply that information as they revise the rough drafts of their business plans. Depending on your class, each group can work cooperatively to write one business plan to submit or, as another option, each individual group member can write a business plan after group discussion. In the latter case, it will be interesting to compare the individual results of group members who began with the same idea and received the same advice from the business representatives. The same information can lead to the creation of different plans within each group, and that's really the key to entrepreneurship!

UNIT II-3 TEST

DIRECTIONS: Answer the following statements by placing a "T" for True or an "F" for False in the space at the left.

_____ 1. One of the personality traits an entrepreneur needs is self-confidence.

_____ 2. Entrepreneurs have little need to control their own destiny.

_____ 3. Learning to accept the outcome of your actions is the by-product of being an entrepreneur.

_____ 4. As an entrepreneur, you can use your own ideas.

_____ 5. Location has little to do with the success of a business.

_____ 6. Establishing good credit policies is important in operating a business.

_____ 7. If the business is yours, you can spend all the money you want out of the business account.

_____ 8. There are no government regulations for new businesses.

_____ 9. If you hire employees, it is important to set up employment policies.

_____10. If you and your partner are good friends, there is no need to set up a partnership agreement.

_____11. In most cases, you will have to invest all of your personal savings to start a new business.

_____12. Twenty-five percent of all new businesses fail within the first two years of operation.

_____13. There is little risk involved in starting a new business.

_____14. The only reward you will have if your business is a success is the money you make.

_____15. There are many types of businesses; some provide services, others provide products.

_____16. It is important that you know everything about the business before you start it.

_____17. Professionals are ready to help you in areas you may not know about.

_____18. You will have to do all your package designing and marketing yourself.

_____19. Currently, conditions are good for starting a new business.

_____20. Many people are not satisfied with big business.

UNIT II
Module 3: *Entrepreneurship*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1
Answers will vary.

ACTIVITY SHEET 2
Evaluated to the satisfaction of the teacher.

UNIT II-3
ANSWERS TO UNIT TEST

1. T
2. F
3. T
4. T
5. F
6. T
7. F
8. F
9. T
10. F
11. T
12. F
13. F
14. F
15. T
16. F
17. T
18. F
19. T
20. T

TEACHER PREPARATION

UNIT III

Module 1: *Transferable Skills Expand Career Options*

Copy One Per Student (if desired):

INFORMATION SHEET:	ACTIVITY SHEETS:
1 (III-1-5)	1 (III-1-6) 2 (III-1-7)

UNIT III-1 TEST (III-1-7 [ACTIVITY SHEET 2])

UNIT III
Module 1: *Transferable Skills Expand Career Options*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (III-1-5): A GOOD MATCH**

1. Emphasize the connection that will be made between interests and aptitudes (UNIT 1) and other career information.

2. The rapidly changing marketplace ensures dynamic career paths for these students' futures. The ability to identify and capitalize on transferable skills will be a great advantage in coping and succeeding in such an environment of change.

B. **ACTIVITY SHEET 1 (III-1-6): MATCHING YOURSELF TO CAREERS** is used to review what the students learned about themselves in UNIT I and about job characteristics through studying the clusters in UNIT II.

1. This activity encourages students to practice occupational information gathering.

2. The information is personalized for students by having them identify transferable skills of careers by matching their personal characteristics.

NOTE Instruct students to place completed ACTIVITY SHEET 1 in their career portfolios.

C. **ACTIVITY SHEET 2 (III-1-7): PRESENTING TRANSFERABLE SKILLS**

1. This culminating activity gives the student the opportunity to creatively present the transferable skills identified in ACTIVITY SHEET 1.

2. The material from each student's presentation should be discussed thoroughly in class so that all students benefit from many examples of transferable skills over several career fields.

II. Unit III-1 Test
(**ACTIVITY SHEET 2** is used as the assessment covering this module's material.)

III. Answers to Activity Sheets
(Each student's answers are based upon personal career interest areas, thus they will vary. Grading should be based upon thoroughness and the ability to locate and apply career information.)

UNIT III

Module 1: *Transferable Skills Expand Career Options*

INFORMATION SHEET 1: A GOOD MATCH

Selecting a job that matches your interests and abilities will mean that you will enjoy the time you spend at work. Imagine spending eight hours every day doing something that you don't really like to do, or spending that time doing tasks that have nothing to do with the things you do well. Not a pretty picture.

Your interests may change and you will be acquiring new skills all the time, but if you start now thinking about what jobs might be good matches for you, it is much more likely you will end up on a career path that will be enjoyable for you.

When you studied the career groups, you found that jobs in the same group had many skill requirements in common. You even discovered that jobs in different groups shared some common characteristics. The skills that would be useful as you transfer or move from one job to another are called transferable skills. Being aware of these transferable skills will help you when you are:

- looking for training or education that will give you several career options
- changing jobs from one company to another
- preparing yourself to promote to a better position within your company
- wanting to match your interests and the skills you have acquired in your present position to change to a completely new kind of job

ACTIVITY SHEET 1: MATCHING YOURSELF TO CAREERS

Using all information you have identified previously, list three careers most closely matching your personal characteristics.

1. ______________________________

2. ______________________________

3. ______________________________

Now, using the *Occupational Outlook Handbook*, identify the common, or transferable skills among these careers.

____

____

____

____

____

____

____

____

NOTE Place this completed activity in your career portfolio.

ACTIVITY SHEET 2: PRESENTING TRANSFERABLE SKILLS

Create a presentation portraying the transferable skills you identified in Activity 1. Be creative! Make this information interesting to other students. You might want to:

- make a story board
- make a video
- make a brochure
- make a bulletin board
- give an oral report, or
- write a news article

Do you have a different idea? Great! Show your teacher and classmates your information on transferable skills using your own method.

TEACHER PREPARATION

UNIT IV

Module 1: *Job Acquisition*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (IV-1-9, 10, 11, 12)	1 (IV-1-13, 14 [Student copies optional])
2 (IV-1-15, 16)	2 (IV-1-18, 19, 20)
3 (IV-1-22, 23)	3 (IV-1-21)
4 (IV-1-25, 26)	4 (IV-1-24)
5 (IV-1-41, 42)	5 (IV-1-27)
6 (IV-1-46)	6 (IV-1-28, 29, 30, 31, 32, 33, 34)
7 (IV-1-49)	7 (IV-1-35)
8 (IV-1-52, 53)	8 (IV-1-36, 37, 38, 39, 40)
9 (IV-1-55)	9 (IV-1-47, 48)
10 (IV-1-57, 58, 59, 60)	10 (IV-1-51)
11 (IV-1-70)	11 (IV-1-54)
12 (IV-1-76)	12 (IV-1-56)
	13 (IV-1-65)
	14 (IV-1-66, 67, 68, 69)
	15 (IV-1-72, 73)

UNIT IV-1 TEST (IV-1-77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88)

Make Transparencies of:

- TM 1 (IV-1-17)
- TM 2 (IV-1-43)
- TM 3 (IV-1-44)
- TM 4 (IV-1-45)
- TM 5 (IV-1-50)
- TM 6 (IV-1-61)
- TM 7 (IV-1-62)
- TM 8 (IV-1-63)
- TM 9 (IV-1-64)
- TM 10 (IV-1-71)
- TM 11 (IV-1-74, 75)

Materials Needed:

- for ACTIVITY SHEET 1 (IV-1-13, 14): *scissors, response cards (laminated if possible), and a prize or privilege for the winning group*
- for INFORMATION SHEET 2 (IV-1-15, 16): *Speakers from private and state employment agencies.*
- for ACTIVITY SHEET 3 (IV-1-21): *newspapers, scissors and glue*
- for ACTIVITY SHEET 4 (IV-1-24): *newspapers, scissors and glue*
- for ACTIVITY SHEET 7 (IV-1-35): *scissors*
- for ACTIVITY SHEET 12 (IV-1-56): *(optional materials are tape recorder, tapes, videotapes, and video cameras.)*
- for ACTIVITY SHEET 14 (IV-1-66, 67, 68, 69): *scissors; laminated cards (if possible); sack, box, or any container from which to draw cards*

UNIT IV
Module 1: *Job Acquisition*

TEACHER OVERVIEW

I. Information and Activity Sheets

   A. Use Information Sheets for general class discussion.

   B. **INFORMATION SHEET 1 (IV-1-9, 10, 11, 12): TERMS AND DEFINITIONS**

      1. Discuss terms and definitions with the students.

      2. Stress to students that these terms are used in the job acquisition process.

      3. As you explain terms such as felony and convicted, discuss with students how their actions today impact future career options.

      4. Follow the steps as they appear in **ACTIVITY SHEET 1 (TEACHER'S INSTRUCTIONS) (IV-1-13, 14): LEARNING JOB ACQUISITION TERMINOLOGY.**

   C. **INFORMATION SHEET 2 (IV-1-15, 16): SOURCES OF EMPLOYMENT OPPORTUNITIES**

      1. Use **TM 1 (IV-1-17): ROGER FINDS A JOB–LET'S FOLLOW HIM!** to promote class discussion.

      2. Have students read the want ads in local newspapers and select jobs in their identified interest and aptitude area.

      3. Have students ask their parents and other adults how they found out about their jobs. Do a survey of the class to determine the leading source to secure employment.

      4. Arrange for an employee of a private employment agency to speak to the class about services available through a private agency.

      5. Arrange for an employee of the state employment agency to speak to the class about the services that are available through the agency.

      6. To reinforce this area of instruction use:

         a. **ACTIVITY SHEET 2 (IV-1-18, 19, 20): LEARNING WANT-AD ABBREVIATIONS**

b. **ACTIVITY SHEET 3 (IV-1-21): EXPLORING WANT ADS**

NOTE Check with your local newspaper for "Newspapers in Education" materials.

D. **INFORMATION SHEET 3 (IV-1-22, 23): LETTER OF INQUIRY**

1. Lead students to discuss the components of a letter of inquiry and examine the sample letter provided.

2. Following the directions provided, have the students complete **ACTIVITY SHEET 4 (IV-1-24): WRITING A LETTER OF INQUIRY.**

E. **INFORMATION SHEET 4 (IV-1-25, 26): COMPLETING THE APPLICATION FORM**

1. Explain to students that although applications are not required for all jobs, most companies do require them.

2. Secure application forms from several companies. Compare the application forms to see differences and similarities.

3. Have students complete **ACTIVITY SHEET 5 (IV-1-27): FOLLOWING DIRECTIONS.**

   NOTE Stress the importance of reading completely before beginning.

4. Use **ACTIVITY SHEET 6 (IV-1-28, 29, 30, 31, 32, 33, 34): HELP JOE!** to provide students who have not yet held a job an opportunity to complete application forms.

   a. Discuss directions.

   b. Have students complete one or all of the application forms.

   c. Although background information is given, add any information.

5. Use **ACTIVITY SHEET 7 (IV-1-35): PERSONAL DATA CARD** to collect personal information necessary to complete job applications and resumes.

6. Use **ACTIVITY SHEET 8 (IV-1-36, 37, 38, 39, 40): COMPLETING THE APPLICATION FORM** to reinforce this area of instruction.

   NOTE Tina Teenager's application form may be used as a transparency, or copies may be made for each student.

F. **INFORMATION SHEET 5 (IV-1-41, 42): THE RESUMÉ**

1. Show **TM 2, TM 3, TM 4 (IV-1-43, 44, 45): SAMPLE RESUMÉS** to emphasize the differences in organization. You may wish to provide paper copies of sample resumés to students.

2. Arrange for a person in your community who gives presentations on resumé preparation to speak to the class.

NOTE Your district may have resumé-writing programs loaded on the computers.

G. **INFORMATION SHEET 6 (IV-1-46): DO YOU NEED IDEAS?** discusses suggestions/ideas for writing a resumé.

1. Lead the students in a discussion of suggestions and ideas for INFORMATION SHEET 6.

2. Following the directions provided, have students complete **ACTIVITY SHEET 9 (IV-1-47, 48): WRITING A RESUMÉ**.

H. **INFORMATION SHEET 7 (IV-1-49): APPLYING BY TELEPHONE FOR AN INTERVIEW**

1. Contact the local telephone agency to secure a teletrainer kit. Arrange a date for use of equipment. If not possible, just bring in two phones for students to use for role play.

2. Have a representative from the telephone company speak.

3. Have students review **INFORMATION SHEET 7 (IV-1-49): APPLYING BY TELEPHONE FOR AN INTERVIEW.**

4. Use **TM 5 (IV-1-50): ROGER CALLS SUPER COMPANY--LET'S LISTEN IN** to promote class discussion.

5. Use the teletrainer kit or two phones with **ACTIVITY SHEET 10 (IV-1-51): USING A TELEPHONE TO ARRANGE FOR A JOB INTERVIEW** to reinforce this area of instruction.

    a. Use **TM 5 (IV-1-50): ROGER CALLS SUPER COMPANY--LET'S LISTEN IN** as a guide.

    b. Make a transparency of ACTIVITY SHEET 10 and use a transparency marker to evaluate each student's performance. Have the class respond to the questions.

c. Students may invent jobs for which to apply.

d. Each student should have an opportunity to role-play.

e. The activity will go more smoothly if the teacher plays the role of secretary.

f. If possible, record conversations so that the applicants can hear themselves.

I. **INFORMATION SHEET 8 (IV-1-52, 53): PREPARING FOR THE INTERVIEW**

1. Lead students in a discussion about why it is important to come to an interview prepared. Have them brainstorm additional items which might be helpful to take to interviews for various jobs.

2. Find films from your local Education Service Center or campus library on job interviewing.

3. Have students complete the chart in **ACTIVITY SHEET 11 (IV-1-54): DO'S and DON'TS OF DRESSING FOR AN INTERVIEW.**

4. Guide class discussion conceming appropriate dress for specific job situations. For example, appropriate attire for a construction job interview would be different from that for an office job.

J. **INFORMATION SHEET 9 (IV-1-55): WHAT DO EMPLOYERS WANT?**

1. Using the *Career Source* information as a guide, lead the students in a discussion about the traits an employer desires to find in an employee.

2. Have the students follow the directions for **ACTIVITY SHEET 12 (IV-1-56): MAKING A POSITIVE FIRST IMPRESSION...** . Students will make a 30-second commercial that includes their positive personal and work traits.

NOTE If possible, make videotapes of the students' commercials.

K. **INFORMATION SHEET 10 (IV-1-57, 58, 59, 60): THE INTERVIEW**

1. Discuss INFORMATION SHEET 10: THE INTERVIEW in class.

2. Use the following Transparency Masters to promote class discussion:

   a. **TM 6 (IV-1-61): JOB INTERVIEW POINTERS**

   b. **TM 7 (IV-1-62): AT THE INTERVIEW**

c. **TM 8 (IV-1-63): IT IS NORMAL TO BE A LITTLE NERVOUS WHEN YOU APPLY FOR A JOB**

d. **TM 9 (IV-1-64): LOOK BACK AT THE INTERVIEWS–WHAT WENT WRONG?**

L. **ACTIVITY SHEET 13 (IV-1-65): QUESTIONS FREQUENTLY ASKED AT AN INTERVIEW**

1. Have each student complete ACTIVITY SHEET 13, and then lead the whole class in discussing the questions and answers.

2. Instruct the students that it is important information; they will see it again.

3. Have students complete **ACTIVITY SHEET 14 (IV-1-66, 67, 68, 69): PARTICIPATING IN A SIMULATED JOB INTERVIEW**

   a. Students should be instructed prior to the simulated interview to dress appropriately.

   NOTE

   > Inform students one to three days prior to the interview to dress appropriately.

   b. Cut apart and laminate (if possible) the information cards.

   c. Use the **Job Interview Rating Form** on page IV-1-69.

   d. Circulate to monitor participation.

   e. Ask other staff members who are familiar with the interview process to interview students for entry level jobs.

M. **INFORMATION SHEET 11 (IV-1-70): THE FOLLOW-UP LETTER**

1. Show **TM 10 (IV-1-71): THE FOLLOW-UP LETTER** to promote class discussion.

2. Complete **ACTIVITY SHEET 15 (IV-1-72, 73): PREPARING A FOLLOW-UP LETTER.**

N. **TM 11 (IV-1-74, 75): REASONS WHY EMPLOYERS WILL NOT HIRE YOU!**

1. Show TM 11 to promote class discussion.

2. Ask a community business person to speak to the class about qualities looked for when hiring employees.

O. **INFORMATION SHEET 12 (IV-1-76): DEVELOPING POSITIVE WORK HABITS AND ATTITUDES**

II. Unit IV-1 Test (IV-1-77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88)

III. Answers to Activity Sheets and Unit IV-1 Test (IV-1-89, 90, 91)

UNIT IV
Module 1: *Job Acquisition*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

ACCURATE	free from mistakes; a truthful account. Is this an accurate record of your past employment?
ADDRESS	the place where you receive your mail. A permanent address is the place where you may always receive your mail, such as your parents' address. A present address is the place you receive your mail now. What is your present address?
AMERICANS WITH DISABILITIES ACT	a law requiring that employment decisions be made based on qualifications, with or without accommodations
APPLICANT	one who applies for a job. Are you one of the top applicants?
BENEFITS	compensations by a company beyond salary, such as insurance, paid vacation time, or a retirement plan
BONDABLE	usually refers to the right to be insured. People who handle large sums of money are sometimes asked to be insured against theft or embezzlement. If offered this job, would you be bondable?
CHARACTER	usually refers to such personality traits as honesty, dependability, loyalty, etc. Could you name three character references? (Could you name three people who could verify your personality traits?)
CHRONIC	keeps coming up; recurring; usually relates to an illness such as diabetes, epilepsy, etc., which requires medication. Do you have any chronic illnesses?
COMPENSATION	payments for services, including benefits
CONFIDENTIAL	refers to being kept a secret or private. Information that is confidential should not be discussed.
CONVICTED	to be proven guilty by a judge or jury of a crime. Have you ever been convicted of a felony?

DEPENDENTS	persons who rely upon you for support. Usually refers to the number of children you have. How many dependents do you have?
DISABILITY INSURANCE	insurance may be taken out which will provide a check if you are unable to work due to a work-related injury. The insurance is paid either by the employee or the employer. Have you claimed any disability insurance in the last year?
DOMESTIC	pertaining to the home or to one's own country. The two most common uses in work terminology are: 1) noun: a person who performs household tasks or 2) adj: work within the United States.
DRUG TESTING	some companies require people applying for a job to take a test that will indicate drug use
ECONOMICS	the study of how people allocate resources to satisfy needs and wants
EEOC	Equal Employment Opportunity Commission, the primary agency that enforces employer compliance with nondiscrimination laws related to recruitment and employment
ELIGIBLE	able or worthy of being chosen. Are you eligible for employment at this time?
EMERGENCY	an unexpected act causing a need for some type of action right away. Whom should we notify in case of an emergency?
EMPLOYER	the person or business for whom a person works. Who was your previous employer?
EMPLOYMENT	paid work
EMPLOYMENT AGENCY	an agency that provides services such as finding jobs for workers, providing career counseling, providing interest and aptitude testing, and arranging interviews with an employer. The two kinds of agencies are private agencies that charge a fee for their services and public agencies that do not charge a fee.
EXCLUDING	to leave out; not include. How many jobs have you held, excluding your present job?
FEE	set amount of money which you must pay for certain services. Would you be willing to pay a small fee for our services?
FELONY	a federal crime for which punishment may be death or imprisonment for more than one year. Have you ever been convicted of a felony?
FULL-TIME/ PART-TIME	full-time work is usually considered working 40 hours per week for an employer. Part-time work is usually considered working less than 40 hours per week.

INSTITUTION	a place where you may receive formal training or education. What is the name of the institution from which you received your diploma?
INSURANCE	coverage against a loss; usually refers to health/life insurance, unemployment insurance, and disability insurance. Have you collected unemployment insurance in the past year?
INTERNATIONAL	companies or employment that is conducted in more than one country. For example, a company that sells their products in the United States, Canada, and France would be an international company.
LEGIBLY	written in a way in which it can be read. Your application should be typed or written legibly.
MAIDEN NAME	the last name of a woman before she is married. What is your maiden name?
MARITAL STATUS	refers to being single, married, separated, or divorced. What is your marital status?
MISDEMEANOR	a crime less serious than a felony. Have you ever been convicted of a misdemeanor?
MISREPRESENTED	to give a false or misleading statement; usually appears at the end of a job application before the signature. I certify that the above statements are true and in no way is any information misrepresented.
NATURALIZED	to become a citizen. On what date were you naturalized?
NOT APPLICABLE	does not apply to you; usually expressed as N/A. If the information does not apply to you, please write N/A.
OMISSION	the state of being left out or blank; usaully as an error. If you do not write the N/A in a blank, they will think it was an omission on your part.
OPTIONAL	having a choice. Listing your age on the application is optional.
PAY--GROSS/NET	gross pay is the amount of money you earn before anything has been deducted from your pay. Net pay is the amount of money you take home after all deductions. Examples of deductions would be income tax and social security.
PERSONAL	belonging to you; usually refers to information about your height, weight, marital status, age, etc. Please include all personal data on the first page.
PERSONNEL	a group of persons belonging to an organization. A personnel director is usually in charge of hiring, firing, disagreements, etc. The personnel in this business are young, energetic individuals.

PROBATIONARY	a period of time during which a company sees if you can do the job for which you were hired. You realize that there is a probationary period of six months.
QUALIFIED	having the skill, training, and/or education to do a job. Why do you feel you are qualified?
REFERENCE	someone who can be asked to give an answer to questions about a persons's ability to do a job. Usually there are two types of references: past employers and character references. Please name three references whom we may call.
RELATIVES	people who are related to you. Do you have any relatives working here?
RESUMÉ	a written summary of an individual's job-related qualifications.
REVERSE SIDE	on the other side. Please include any additional information on the reverse side.
SALARY	usually refers to a fixed amount of pay not directly related to the number of hours you work. What is the beginning salary?
SEX	refers to being male or female. To what sex do you belong?
SIGNATURE	a person's name, written in cursive. Please read the application and includeyour signature at the bottom.
SPOUSE	depending on your sex, your husband or wife. What is your spouse's occupation?
TERMINATION	an ending; being fired from a job
VOLUNTEER	a person who chooses to perform a service without receiving pay
WAGE	usually refers to the amount of money you earn during an hour. What is the minimum wage?

ACTIVITY SHEET 1: LEARNING JOB ACQUISITION TERMINOLOGY

(TEACHER INSTRUCTIONS)

PREPARATION:

1. Make copies of response cards.
2. Cut out response cards and laminate, if possible.

DIRECTIONS:

1. Divide the class into groups of two, three, or four, depending on class size.

2. Give each group a set of response cards.

3. Each team should designate a "responder." This is the person who will hold up each group's response card when "response up" is called.

4. The teacher will read aloud the definition for one of the terms.

5. The teacher will give four possible responses.

   FOR EXAMPLE: The teacher will say, "Definition, *free from mistakes; a truthful account.* Answer one: Confidential, Answer two: Accurate, Answer three: Character, Answer four: Qualified."

6. The teacher will pause to give groups time to confer, then say "response ready."

7. The teacher will then say "response up." At this time the designated responder from each group will hold up the response card with the number of the answer the group believes correct.

   NOTE The teacher should emphasize that any group that holds up an answer before the "response up" signal is called will be disqualified from that round.

8. Points can be given for each correct answer.

9. When all definitions have been used, the group with the highest scores will be declared the winner.

RESPONSE CARDS: ACTIVITY SHEET 1

1	2
3	4

INFORMATION SHEET 2: SOURCES OF EMPLOYMENT OPPORTUNITIES

I. ***Newspaper want ads***—Newspapers list in the want ad sections job openings that are available.

II. ***Word-of-mouth***—Friends, relatives, and acquaintances usually know of job openings before they are advertised. Ask around!

III. ***Media***—Television and radio sometimes offer excellent leads for employment.

IV. ***Employment agencies***—Agencies are usually used when professional jobs are desired.

- A. Types of agencies
    - 1. Private agency
        - a. Charges a fee for finding a job—sometimes the fee is paid by the hiring employer. Check first!
        - b. The amount of the fee can be a percentage of the annual salary or a flat rate.
    - 2. Public agency
        - a. Does not charge a fee for services
        - b. Supported by state and federal governments
- B. Services provided by employment agencies:
    - 1. Find jobs for workers
    - 2. Provide career counseling
    - 3. Provide testing to determine interests and aptitudes
    - 4. Arrange interviews with the employers

V. ***Applying without knowing if an opening is available***—find out what kind of work you would like to do and where you would like to do it.

  A. Look in the yellow pages of the telephone directory.

  B. Check with the Chamber of Commerce in the city in which you would like to work.

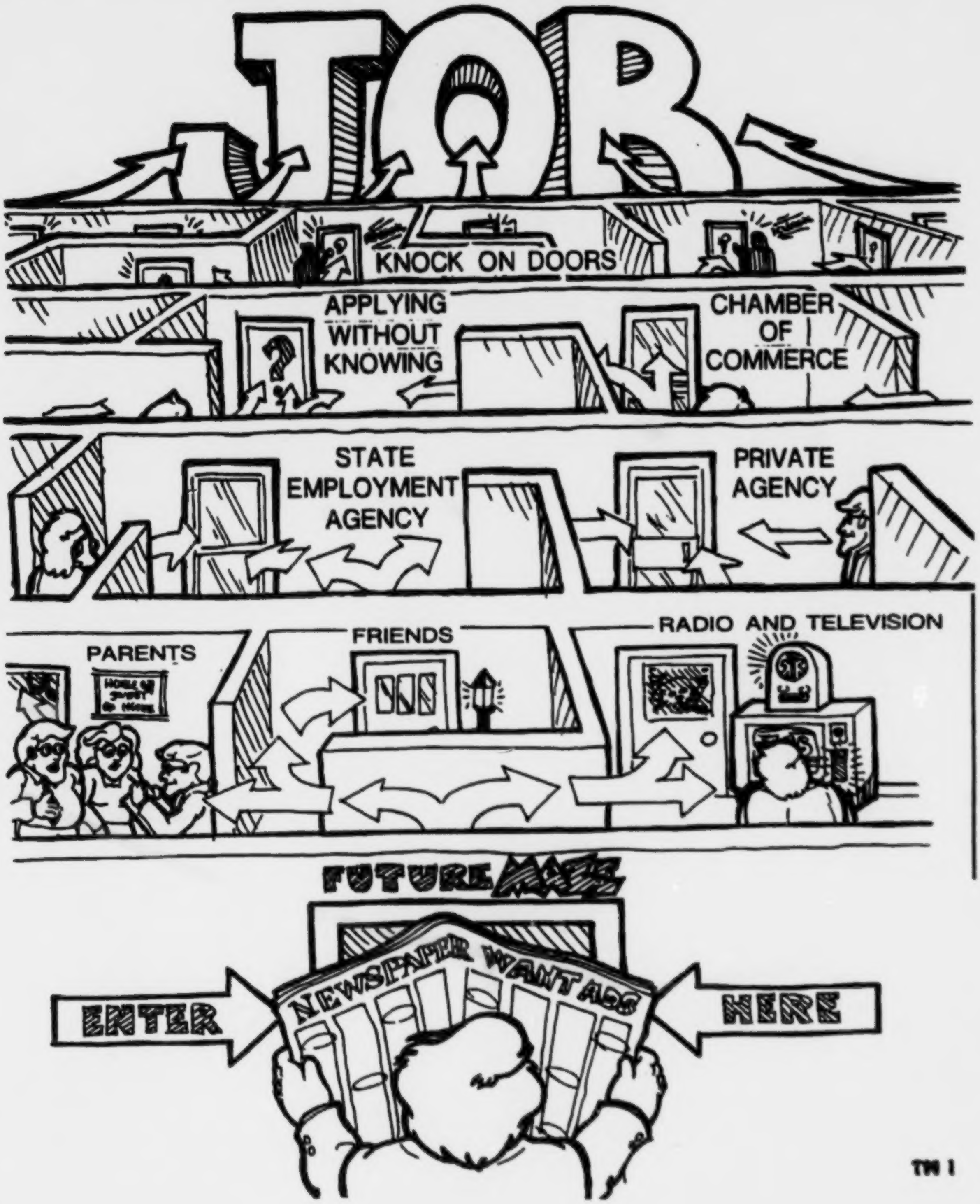
  C. Knock on doors.

VI. ***Contact with education and manpower schools/facilities***

  A. Offers job information

  B. Offers the services of counselors to assist in a career choice

Roger Finds a Job--Let's Follow Him!


JOB
KNOCK ON DOORS
APPLYING WITHOUT KNOWING
CHAMBER OF COMMERCE
STATE EMPLOYMENT AGENCY
PRIVATE AGENCY
PARENTS
FRIENDS
RADIO AND TELEVISION
FUTURE MAZE
NEWSPAPER WANT ADS
ENTER
HERE

TM 1

ACTIVITY SHEET 2: LEARNING WANT AD ABBREVIATIONS
(Section A)

DIRECTIONS: Because a newspaper charges a business by the length of the ad it places, many ads will be abbreviated. The following is a list of abbreviations commonly found in want ads. Place the letter of the definition next to its abbreviation.

________	1.	Ans.	a.	department
________	2.	Appt.	b.	building
________	3.	Asst.	c.	commission
________	4.	Attr.	d.	company
________	5.	Bldg.	e.	assistant; one who helps another on a job
________	6.	Bus.	f.	employ; to hire a person to work
________	7.	Call	g.	Equal Opportunity Employment
________	8.	Co.	h.	excellent; very good
________	9.	Comm.	i.	driver's license
________	10.	Dept.	j.	business
________	11.	Drv. Lic.	k.	good salary
________	12.	E.O.E.	l.	attractive; good-looking
________	13.	Emp.	m.	experience; if you have worked before
________	14.	Eve.	n.	answer; to reply to
________	15.	Excel.	o.	appointment; a time for meeting to talk about the job
________	16.	Exper.; Ex.	p.	telephone
________	17.	Gd. sal.	q.	evening; night

ACTIVITY SHEET 2: LEARNING WANT AD ABBREVIATIONS
(Section B)

________ 18. Gen.

________ 19. Hr.

________ 20. Hrly.

________ 21. Hskpr.

________ 22. Lt.

________ 23. Mang.

________ 24. Maint.

________ 25. Mech.

________ 26. M-F

________ 27. Mo.

________ 28. Natl.

________ 29. Nec.

________ 30. Pt. time

________ 31. Perm.

________ 32. Per mo.

________ 33. Per wk.

________ 34. Refs.

r. Monday through Friday

s. maintenance

t. per month, each month

u. month

v. hourly

w. manager

x. per week; each week

y. housekeeper

z. references; people who speak well of you

aa. national

bb. light; does not require much of this work

cc. necessary

dd. mechanic, or mechanical

ee. part-time jobs

ff. general

gg. permanent

hh. hour

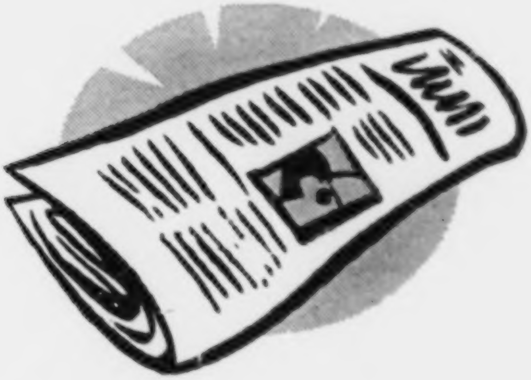
ACTIVITY SHEET 2: LEARNING WANT AD ABBREVIATIONS
(Section C)

________	35.	Ref. req.	ii.	temporary job
________	36.	Rel.	jj.	small; some
________	37.	Req.	kk.	week or work
________	38.	Sal.	ll.	typing
________	39.	Sal. open	mm.	yearly; year
________	40.	Sm.	nn.	weekly; each week
________	41.	Temp.	oo.	truck
________	42.	Trans.	pp.	dollars; money
________	43.	Trk.	qq.	reliable; a person who can be counted on
________	44.	Typ.	rr.	salary; a set amount paid
________	45.	Wk.	ss.	references required; you must send references when you apply
________	46.	Wkdys.	tt.	salary open; the salary will be agreed upon between the employer and employee
________	47.	Wkly.	uu.	weekdays
________	48.	Yr.	vv.	transportation
________	49.	Yrly.	ww.	year
________	50.	$$	xx.	required or requested

ACTIVITY SHEET 3: EXPLORING WANT ADS

DIRECTIONS: Obtain information from "help wanted" ads from a newspaper: 1) Remember to select jobs related to your identified interest areas, 2) Select ads with varying educational and training requirements, 3) Use these ads to fill out the chart as completely as possible, and 4) Cut out and glue the newspaper ads to the back of this page.

	Want Ad 1	Want Ad 2	Want Ad 3	Want Ad 4
1. Opportunities for advancement (yes or no)				
2. Name of company				
3. Name or title of position				
4. Telephone number				
5. Job requirements				
6. Educational/ training requirements				
7. Salary				
8. How do you apply for the job? (call, in person, etc.)				



INFORMATION SHEET 3: LETTER OF INQUIRY

A letter of inquiry is an initial letter written to an employer to inquire about applying for a job. Following are suggestions for writing a letter of inquiry.

- Give the **title of the job** for which you are applying. If you learned about the job through a newspaper ad, be sure to reference the **name and date of the newspaper**. The employer may be running more than one ad and will want to know which one you are answering.
- Briefly describe your job **qualifications and experience**, focusing on things you have done that would qualify you for the advertised position. You want to let the employer know why you would be a good candidate for the position.
- If you have no work experience, mention **volunteer experience, special interests, or anything about you that would convince the employer** that you are qualified for the job.
- **Offer to provide references** or additional information upon request.
- End the letter by **asking for an interview** and letting the employer know **where to call you.**

AN IMPORTANT NOTE:
Be sure to respond to a newspaper advertisement as soon as possible. If you delay, you may miss out on a job opportunity.

INFORMATION SHEET 3 (Continued): LETTER OF INQUIRY – SAMPLE

1234 Fifth Street
Anytown, Texas 12345

January 15, 1999

Personnel Manager
ABCD Corporation
5432 First Street
Anytown, Texas 12300

Dear Sir or Madam*:

Please consider me as an applicant for the receptionist position advertised in the January 12 edition of the Anytown Daily News.

I have taken several business education courses which helped prepare me for this position, including Business Communications and Keyboarding. I have also had the opportunity to apply my business skills through volunteering as an assistant in our church office.

A resumè is enclosed. If you would like additional references or other information, please contact me.

I would appreciate a personal interview to discuss my qualifications. My phone number is provided below for your convenience.

Sincerely,

Maria Hernandez

Maria Hernandez
(123) 456-7890

Enclosure

* If possible, call the company and ask the name of the person to whom ad responses should be addressed. It will make a more positive impression to address the letter and salutation to a specific individual, rather than "Sir or Madam." It will also show the employer that you took the initiative to find out.

ACTIVITY SHEET 4: WRITING A LETTER OF INQUIRY

DIRECTIONS: 1) Have students read the want ads in local newspapers and select a job from their identified interest and aptitude area.

2) Each student will write a letter of inquiry to the company identified in the want ad. The form below may be used in preparing a draft of the letter, and/or students may prepare their letters using a computer or typewriter.

____
____
____

____
____
____

______________________________:

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____

INFORMATION SHEET 4: COMPLETING THE APPLICATION FORM

I. Hints for completing application forms:

NOTE

> Although each company has its own application form, the following rules apply to any form.

- A. Read the entire form before starting to write.
- B. Follow directions carefully.
    - 1. Note whether the information is to be typed, printed, or handwritten.
    - 2. If asked to print or handwrite, always use a pen.
- C. Write clearly and neatly.
- D. Answer questions as briefly as possible.
- E. Be honest.
- F. Answer all questions.

NOTE

> If a question does not apply to you, write "N/A" for "not applicable". This shows that you did not overlook it.

- G. If you have completed a resumē, take it with you; it will ensure that all the information is correct and complete.
- H. Read over the completed form when finished. Make sure every blank is filled.
- I. Avoid cross-outs and too many erasures.
- J. Use the word "open" for questions about salary. Putting down an amount could land you a salary below what was planned for or cause the employer to lose interest because of too high an amount. Discuss salary with the employer at the proper time during the interview.

II. Information required on the application:

- A. Personal information
    - 1. Sex
    - 2. Address
    - 3. Citizenship

B. Job desired

C. Educational background

D. Previous work experience

E. Military record

F. References

G. Signature of applicant

NOTE Use your correct name--no nicknames! Your signature is required to ensure that the information on the form is correct.

ACTIVITY SHEET 5: FOLLOWING DIRECTIONS

DIRECTIONS: Read *everything* before you begin.

1. Take out a sheet of notebook paper.
2. Write your name in the upper left-hand corner.
3. Write today's date directly below your name.
4. Number your paper from one to ten. Skip a line between each number.
5. Print the heading, "Following Directions," on the first line of your paper.
6. Write your birthdate--the month, day, and year--next to number one.
7. Write your parents' names next to number two.
8. Write your parents' occupation(s) next to number three.
9. Write your address next to number four.
10. Stand up and say, "I am following directions!"
11. Write the phrase, "This is fun!" next to number five.
12. Complete only those directions from 1-5.
13. Fold your paper in half.
14. Anywhere on the reverse side, write down three occupations you are interested in.
15. Give your paper to your teacher and sit quietly until everyone is finished.

ACTIVITY SHEET 6: HELP JOE!

DIRECTIONS: Poor Joe! Joe, the star defensive lineman for the Texas City High School Mustangs, sprained his wrist while playing against the River City Tigers, the Mustangs' rival. Joe quit his job at Big Burger last September so that he could attend football practice after school. Joe, however, must now find a job since he will be graduating in May and must make the payments on his new car. Texas City has several businesses that are hiring employees. Joe feels that he will have a better chance of landing a job if he completes as many applications as possible. Joe has a problem, however. The wrist that he sprained has made it impossible for him to write. Since the sooner he completes the applications, the sooner he will have the job, it is important that Joe complete the applications this week. Are you willing to help Joe? If so, use the following information about Joe to complete the applications.

NAME: Joe B. Wilson

SOCIAL SECURITY NUMBER: 413-45-6215

ADDRESS: 2422 Hilltop Lane
Texas City, Texas 75431

PHONE NUMBER: (512) 456-7421

PERSON TO NOTIFY IN CASE OF EMERGENCY: Mrs. David Wilson
2422 Hilltop Lane
Texas City, Texas 75431

PHONE NUMBER: (512) 456-7421

EDUCATION: Anticipated graduation date from Texas City High School is May, 20XX.

SPECIAL SKILLS: Typing; 55 w.p.m.

REFERENCES:

1. Mr. Felipe Garza
Box 3420
Texas City, Texas 75431
PHONE: (512) 456-3421
OCCUPATION: Principal, Texas City High School
YEARS KNOWN: 4

2. Mr. Gerald Grant
2625 Charity St.
Texas City, Texas 75431
PHONE: (512) 456-2896
OCCUPATION: Minister, Texas City Methodist Church
YEARS KNOWN: 17

3. Ms. Lawanda Thomas
Rt. 5, Box 140
Texas City, Texas 75431
PHONE: (512) 456-2496
OCCUPATION: Manager, Big Burger Fast Foods
YEARS KNOWN: 2

PREVIOUS EMPLOYMENT: Big Burger Fast Foods
2100 Drag Street
Texas City, Texas 75431

EMPLOYED FROM: July, 19xx-September, 19xx

POSITION TITLE: Counter Attendant

NAME AND TITLE OF SUPERVISOR: Ms. Lawanda Thomas, Manager

SALARY RANGE: $5.50 an hour, starting wage; $6.75 an hour, ending wage

REASON FOR LEAVING: Participation in school activities

MISCELLANEOUS: Joe has never been convicted of a misdemeanor or felony.

EMPLOYMENT APPLICATION

All applicants will be given equal consideration regardless of race, age, sex, religion, national orgin, disability, marital or veteran status or any other legally protected status. Holt Company of Texas is an Equal Opportunity Employer.

PERSONAL

- PLEASE PRINT -

Full Name

First: Middle: Last:

Present Address

Street: City: State: Zip Code:

Telephone Number: ( ) -	Social Security Number - -	Drivers License Number	How Long at Residence?

Position Applied For: Available To Work: ☐ Full Time ☐ Part Time ☐ Temporary

Rate of Pay Expected: $ Per: ☐ Hour ☐ Week ☐ Month How were you referred to Holt?

Have you applied for employment with our company before? ☐ Yes ☐ No

Have you previously worked for our company? ☐ Yes ☐ No If yes, when? ____________

Are you legally eligible for employment in the U.S.? ☐ Yes ☐ No

Have you been convicted of a felony within the last 7 years?

☐ Yes ☐ No If yes, explain:

Do you own hand tools?

☐ Yes ☐ No Approximate value: $

EDUCATION

Circle last grade completed: High School 9 10 11 12 College 13 14 15 16 Post Graduate 17 18

	Name and Address of School	Course of Study	Years Completed	Diploma Degree
High School				
Undergraduate College				
Graduate Professional				
Other (Specify)				

HOLT. 213 CAT

EMPLOYMENT EXPERIENCE

Start with your present or last job. Include any job-related military service assignments and volunteer activities. You may exclude organizations which indicate race, color religion, gender, national orgin, disabilities or other protected status.

Employer		Dates Employed		Work Performed
		From	To	
Address				
Telephone Number(s)		Hourly Rate/Salary		
		Starting	Final	
Job Title	Supervisor			
Reason for Leaving				

Employer		Dates Employed		Work Performed
		From	To	
Address				
Telephone Number(s)		Hourly Rate/Salary		
		Starting	Final	
Job Title	Supervisor			
Reason for Leaving				

Employer		Dates Employed		Work Performed
		From	To	
Address				
Telephone Number(s)		Hourly Rate/Salary		
		Starting	Final	
Job Title	Supervisor			
Reason for Leaving				

Employer		Dates Employed		Work Performed
		From	To	
Address				
Telephone Number(s)		Hourly Rate/Salary		
		Starting	Final	
Job Title	Supervisor			
Reason for Leaving				

If you need additional space, please continue on a separate sheet of paper.

MILITARY EXPERIENCE

Were you a member of the Armed Forces? ☐ Yes ☐ No Final Rank

Dates of Service		Duties and training while in military service
From: Mo/Year	To: Mo/Year	
		Reserve status

ADDITIONAL INFORMATION

Other Qualifications:

Summarize special job-related skills and qualifications acquired from employment or other experience.

SPECIAL SKILLS

Check Skills/Equipment Operated

☐ PC/Data Entry

☐ WordPerfect/ Microsoft Word

☐ Lotus 1-2-3/ Excell

☐ Windows Applications

☐ Calculator

☐ Typewriter

☐ PBX System

☐ Graphics Applications

Production/Mobile Machinery (list):

Other (list):

Indicate any foreign languages you can speak, read and / or write.

	FLUENT	GOOD	FAIR
Speak			
Read			
Write		215	

IT'S OUR CHOICE [illegible]

Marriott International, Inc.

*AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER**

Application for Employment

NON-MANAGEMENT POSITIONS

PERSONAL DATA

LAST NAME FIRST MIDDLE INITIAL

HOME ADDRESS			PERMANENT ADDRESS		
Street			Street		
City	State	Zip	City	State	Zip
Telephone - Area Code ( )	Number		Telephone - Area Code ( )	Number	

EMPLOYMENT INFORMATION

Position applied for

Salary Desired $ per week

☐ **PLEASE INITIAL** *I understand that an offer of employment and my continued employment with Marriott International are contingent upon satisfactory proof of my authonzation to work in the United States.*

SOCIAL SECURITY NUMBER

Will you be required to obtain a work permit in this state? ☐ Yes ☐ No

If you are a veteran of any branch of the U.S. Armed Forces, did you acquire skills which would be relevant for the position for which you are applying? ☐ Yes ☐ No If yes, please describe:

Are you eligible to serve alcoholic beverages in this state? ☐ Yes ☐ No

Have you ever been employed by Marriott International? ☐ Yes ☐ No

Have you ever applied for a position at Marriott International? ☐ Yes ☐ No

If yes, specify location(s) and date(s).

How were you referred to Marriott International?

The following conditions may be required at some point in a job assignment. If required, would you be willing to work:

a) Shift Work? ☐ Yes ☐ No b) Rotational work schedule? ☐ Yes ☐ No

c) Work schedule other than Monday thru Friday? ☐ Yes ☐ No d) Overtime? ☐ Yes ☐ No

When could you be available to begin work:

Type of employment desired: ☐ Full-time ☐ Part-time ☐ Temporary ☐ Summer ☐ Cooperative Education

EDUCATION AND TRAINING

TYPE OF SCHOOL	NAME & ADDRESS OF SCHOOL	DATES ATTENDED (OPTIONAL)	GRADUATED		TYPE OF DEGREE DIPLOMA OR CERTIFICATE	MAJOR/MINOR FIELD OF STUDY
			YES	NO		
High School						
College or University						
Other Education						

LIST ANY SPECIAL SKILL(S) which would potentially enhance your ability to perform the position you are applying for i.e. fluency in a foreign language, CPR certification, etc.

BEST COPY AVAILABLE

SECURITY DATA

Have you been convicted of a felony within the past five years? ☐ Yes ☐ No
(DO NOT ANSWER IF APPLYING IN NEW YORK STATE OR HAWAII)

If yes, briefly describe the circumstances of your conviction, indicating the date, nature, and place of the offense and disposition of the case.

EMPLOYMENT EXPERIENCE

Please list your job history for the past five years* (or last three employers). Start with your present status and note any periods in which you were not employed. Include U.S. military service, previous Marriott experience, summer/part-time jobs and cooperative education assignments.

Company Name and Address	Dates Employed Month Year	Base Rate of Pay	Position Title and Description of Duties	Reason for Leaving
	From	Starting $ Per		
Telephone ( )	To	Final $ Per		Supervisor
	From	Starting $ Per		
Telephone ( )	To	Final $ Per		Supervisor
	From	Starting $ Per		
Telephone ( )	To	Final $ Per		Supervisor

*Any applicant applying for a position which would require access to Federal Aviation Administration (FAA) restricted areas must be able to demonstrate five years of employment history, pursuant to FAA regulations.

May we contact your PRESENT employer to verify the above?

☐ No, you may not contact. ☐ Yes, you may contact at a later date.

(Please specify, e.g., after acceptance of offer or a specific date, if appropriate.) ______

PLEASE READ THE FOLLOWING STATEMENTS CAREFULLY

1. I authorize the persons, schools, current employer (if approved by me in the Employment Experience Section) and other organizations or employers named in this application to provide Marriott with any relevant information that may be required to arrive at an employment decision.
2. I understand and agree that:
   a) The information that I have provided is accurate to the best of my knowledge and subject to verification by Marriott.
   b) Any material misrepresentation or deliberate omission of a fact in my application may be justification for refusal of employment or, if employed, termination by Marriott.
   c) Although management makes every effort to accommodate individual preferences, business needs at times make the following conditions mandatory: overtime, shift work, a rotating work schedule or a work schedule other than Monday through Friday. I understand and accept these conditions of my continuing employment.
3. I understand that nothing contained in this employment application or in the granting of an interview is intended to create an employment contract between myself and Marriott International for either employment or for the providing of any benefit. No promises regarding continued employment have been made to me, and I understand that no such promises or guarantees are binding upon Marriott International unless made in writing.

PLEASE SIGN HERE ______ DATE ______

*Marriott does not discriminate in hiring on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation or veteran status. No question on this application is intended to secure information to be used for such discrimination. If you are a qualified disabled veteran and would like to be considered under Marriott's Affirmative Action Program, please inform us now or at any time in the future.

THIS APPLICATION WILL RECEIVE ACTIVE CONSIDERATION FOR THIRTY DAYS

Marriott Hotels, Resorts & Suites • Courtyard by Marriott • Fairfield Inn • Marriott Distribution Services • Marriott Vacation Club International
Residence Inn • Conference Centers • Home Solutions • Renaissance Hotels & Resorts • Senior Living Services • TownePlace Suites
Ramada International • New World Hotels • Ritz Carlton • Executive Residences

1/98

BEST COPY AVAILABLE

ACTIVITY SHEET 7: PERSONAL DATA CARD

DIRECTIONS: Complete this data card accurately and neatly. Cut it out, fold it, and place it in your wallet to carry with you at all times. Remember to up-date as needed.

PERSONAL DATA

Name ______________________________
Last First M.I.

Address ______________________________
No. & Street City State Zip

Telephone ____________ Hgt. ________ Wgt. ________
Social Security Number ________________
Birthdate ____________ Birthplace ____________
Driver's License No. ______________________

High School ______________________
From Mo/Yr ________ To Mo/Yr ________
Address ______________________

fold — — — — fold

College ______________________
From Mo/Yr ________ To Mo/Yr ________
Address ______________________

REFERENCES

1. Name ______________ Phone ____________
   Address ______________________
   Occupation ______________________

2. Name ______________ Phone ____________
   Address ______________________
   Occupation ______________________

3. Name ______________ Phone ____________
   Address ______________________
   Occupation ______________________

fold — — — — fold

PREVIOUS EMPLOYMENT

Company Name ______________________
Supervisor ______________________
Address ______________________
Employed From ________ To ________ Kind of Work ________
____

Company Name ______________________
Supervisor ______________________
Address ______________________
Employed From ________ To ________ Kind of Work ________
____

ACTIVITY SHEET 8: COMPLETING THE APPLICATION FORM

DIRECTIONS: The following pages contain an application form for you to fill out. Complete the application form using current information about yourself from your personal data card. Your completed application should be similar to Tina Teenager's application form (IV-1-40, 41).

Referred to this company by ______________

Please Print or Type

GENERAL DATA

Name Date

last first middle (other last names)

Address City State Zip

Tel. No. Date Available

Have you ever worked for XYZ Co.? YES NO When

Social Security No. Veteran? YES NO

Position desired

Salary Expected Relatives Employed by XYZ Co.

EDUCATION Name and location	Circle grade completed	Year Graduated	Degree	Major
Secondary School	7 8 9 10 11 12			
Community College	13 14			
College/ University	13 14 15 16			
Graduate School				

SECURITY Have you ever been convicted of a felony? YES NO	If yes, please explain.
(If applicable) Have you ever had a security clearance?	Level of Clearance

EMPLOYMENT HISTORY

Employed by (List Most Recent Employer First)	Dates Employed		Salary	Nature of Duties Reason for Leaving
Company	From	To		
Street				
City State				
Tel. No.				
Supervisor				
Company				
Street				
City State				
Tel. No.				
Supervisor				

I hereby certify that the above information is true and correct. I understand that any false statements on my part may disqualify me from employment.

Signature Date

Referred to this company by Ted Teacher

Please Print or Type

GENERAL DATA

Name Teenager Tina R. Date August 4, 19XX
last first middle (other last names)

2123 Hilltop Smalltown Texas 73421
Address City State Zip

Tel. No. (218) 555-0431 Date Available August 4, 19XX

Have you ever worked for XYZ Co.? YES [✓ NO] When n/a

Social Security No. 455-01-2345 Veteran? YES [✓ NO]

Position desired Nurse's Aide

Salary Expected open Relatives Employed by XYZ Co. n/a

EDUCATION	Name and location	Circle grade completed	Year Graduated	Degree	Major
Secondary School	Smalltown High School	7 8 9 10 [✓ 11] 12	n/a	n/a	n/a
Community College	n/a	13 14			
College/ University	n/a	13 14 15 16			
Graduate School	n/a				

SECURITY

Have you ever been convicted of a felony? YES [✓ NO]

If yes, please explain.

(If applicable) Have you ever had a security clearance? n/a

Level of Clearance n/a

EMPLOYMENT HISTORY

Employed by (List Most Recent Employer First)	Dates Employed		Salary	Nature of Duties	Reason for Leaving
	From	To			
Company Mrs. Fred Jones	6/xx	10/xx		Babysitting	
Street 2124 Lee Street					Son's condition
City Smalltown State Texas					required a
Tel. No. (218) 555-1431					full-time
Supervisor					nurse.
Company Bruce's Better Burgers	11/xx	7/xx		Counter Attendant	
Street 410 Weston					Restaurant
City Smalltown State TX					went out of
Tel. No. (218) 555-0102					business
Supervisor Mr. Jack Spratt					

I hereby certify that the above information is true and correct. I understand that any false statements on my part may disqualify me from employment.

Tina R. Teenager
Signature

August 4, 19XX
Date

INFORMATION SHEET 5: THE RESUMÉ

I. Definition of Resumé: A resumé is a written statement of all the facts about yourself that might be of interest to an employer.

II. Purpose

- A. Usually used by those who have completed a college education and/or have considerable work experience
- B. Used as a reference when filling out a job application

III. Advantages

- A. Many copies may be made and mailed to different companies when seeking employment
- B. A short, complete version of qualifications, rather than lengthy application forms, may allow employers time to read and study, thereby increasing your chance of getting the job
- C. Provides an easy way to update education and work experiences as they broaden

IV. Standards for Writing a Resumé

- A. Organization may vary, but all usually contain the same information
- B. Should be organized logically
- C. Should be typed neatly
- D. Should not have any spelling errors
- E. Should be presented in an outline form
- F. No set limit as far as length; however, many employers prefer no more than two pages
- G. Should present qualifications and experience honestly

V. Information to Be Presented

- A. Name, address, and phone number
- B. The type of job for which you are applying
- C. Social Security Number

D. Educational information

NOTE Place the most recent information first.

1. Name and address of schools attended
2. Dates you attended school
3. Subjects studied

NOTE List only those subjects you feel will help you on the job.

4. Awards and activities

EXAMPLE: Club memberships and offices held, participation in athletics, etc.

E. Work experience

NOTE List the most recent job first.

1. Name and address of company where you worked
2. How long you worked there
3. What you did
4. Special training you received

F. References

CAUTION!: Be sure to get permission before using people's names as references.

1. Former employers
2. Former teachers, especially those who taught you courses that will help you in the job you are applying for
3. Adult friends
4. Community leaders

NOTE Avoid using relatives as references.

G. Special Skills

1. Operation of equipment
2. Speed on equipment (e.g., typing, calculator, etc.)
3. Any hobbies or interests that relate to your job

SAMPLE RESUMĒ

Career Objective: Secretary

Name: Janice Jones
Address: 823 Myhome Dr., Hometown, Texas 75469
Social Security Number: 422-55-1797

Educational Background

Hometown High School Dates Attended: 1995-99
2210 Sycamore Street
Hometown, Texas 75469

Related Courses

- Administrative Procedures
- Business Law
- Keyboarding
- Business Computer Information Systems

Work Experience

Dates	*Employer*	*Supervisor*
1997 to present	Big C, Inc. 141 Main Street Hometown, TX 75469	Mr. Neal Bowman

Duties

Typed invoices and correspondence, filed all correspondence, did extensive work on word processor, answered phone, and greeted all visitors.

Special Skills

- Typing — 60 w.p.m.
- Business Office Software Applications

References

Mr. Neal Bowman, Vice President
Big C, Inc.
141 Main St.
Hometown, TX 75469

Mrs. Mary James, Vocational Office Education Teacher
121 Monroe
Hometown, TX 75469

Ms. Bridgett Webb, Principal
Hometown High School
2210 Sycamore Street
Hometown, TX 75469

SAMPLE RESUMĒ

Matthew Money

2122 Elmway Avenue
Columbus, Ohio 76543

Home Phone: (219) 456-3456 Business Phone: (219) 456-7892

OBJECTIVE

To utilize skills developed in evaluation, planning, and managing to pursue a career in bank management.

EXPERIENCE

Financial:	Responsible for the planning and budgeting of corporations ranging in assets in excess of $1,000,000.
Administrative:	Experienced in all phases of administration with special emphasis on systems and organizational planning. Successful administration of both line and staff groups leading to a very clear understanding of the modes of operation and objectives of each type of organization.
Banking:	Experienced in all phases of bank operation—including auditing, bookkeeping, public relations, etc.

EMPLOYERS

- Big C Company (19XX-19XX)—Comptroller
- First National Bank of Boston (19XX-19XX)—Audit Supervisor
- Mutual Bank of Chicago (19XX-19XX)—Bookkeeping Officer, Public Relations Officer, Cashier

EDUCATION

State University of Business

- MBA, Accounting, 19XX
- BA, Management, 19XX

TM 3

SAMPLE RESUME

Susan Searcher

Home:
301 Main Street
Seville, Texas 76545
(817) 456-6754

Business:
Lovely Modeling
4323 Main St.
Seville, Texas 76545
(817) 456-8756

Objective Fashion Model

Work Experience

- Model:
  Modeled cosmetics in widely known magazines for the last three years. Was successful in raising the volume of sales in many of the firms 30 percent within the first year.
- Cosmetics Consultant:
  Extensive work in the field of research in cosmetics production. Widely acclaimed consultant for LuJay Cosmetics. Extensive work in the area of presentations, beauty makeovers, etc.
- Fashion Designer:
  Devised and supervised many details of fashions from the conceived idea to the finished product. Many of the products designed were sold to world-acclaimed fashion stores.

Firms

• 19XX to present	Lovely Modeling—Model Seville, Texas
• 19XX to 19XX	LuJay Cosmetics—Consultant
• 19XX to 19XX	L and A Fashion Designs—Designer

Education Texas State University, B.A. in Fashion Design

References Available Upon Request

TM 4

INFORMATION SHEET 6: DO YOU NEED IDEAS?

This page lists suggestions and ideas for useful information to apply in writing a resumé. Not every thing will apply to you, and if you're not sure, please ask your teacher.

UNDER THE **EDUCATION** CATEGORY:

- If you attend a career center, list both home school and career center. You may need to list a school from which you are a transfer student.

- List any specialized training classes you have attended, such as: Auto-Tech, Media-Tech, Cosmetology, Computer Classes (include all types), HVAC, Building Maintenance, Electronics, Woodshop, Small Engine Repair, Agriculture, Hospitality (hotel), Foreign Language, NJROTC.

- Indicate if you are in programs such as: Cooperative Education, Apprenticeship, Dual Credit, Internship, and Articulated Credit. THESE PROGRAMS ADD POWER TO YOUR RESUMÉ.

ORGANIZATIONS/CLUBS:

- Be sure to indicate the number of years you have belonged and show any offices held. Don't just use the acronym--list it as shown below. Others may not know what the acronym stands for. Everything you write in the resumé needs to be clear, concise, and easily understood. Be specific. These are just some of the possibilities.

- Show any awards/honors/scholarships/special recognition that goes with the club or organizations. Show teacher awards such as "most improved"--they are all important. Belonging to an organizatoin adds power to your resumé.

- Please circle those items below which apply to you.

Junior Engineering Technology Society (JETS)
Vocational Industrial Clubs of America (VICA)
Future Business Leaders of America
National Vocational Technical Honor Society
Technical Students of America (TSA)
Junior Achievement
National Honor Society
Yearbook Staff
Academic Decathlon
Drill Team
Students Against Drunk Driving (SADD)
CHOIR: Show the choir you are in
Drum Corps, Flags
Mu Alpha Theta
Navy Junior Reserve Officer Training Corp (NJROTC)
Special training, schools, or camps you attend related to organization(s)

Business Professionals of America (BPA)
FFA Organization
Future Homemakers of America (FHA)
Medical Careers Club
Fellowship of Christian Athletes
Career Center Honor Society
Foreign Language--National Honor Societies
Foreign Language--Clubs
BAND: Marching, Jazz, Symphonic, Orchestra,
Cheerleading
Peer Counseling
SPORTS: Volleyball, Football, Basketball, Soccer, Baseball, Swim Team, Track, Tennis
Explorer Scouts
Have you served as a student peer (mediator) on an adult organization?
Student Council

Be sure to list any contests you have won. Scholarship information is to be included in the resumé. Perfect attendance is a winner! Indicate high test scores (i.e., PSAT, SAT). There are numerous other clubs and activities on every campus. You should also include outside activities, such as church organizations, Scouts, volunteering in hospitals and nursing homes, etc.

ACTIVITY SHEET 9: WRITING A RESUMÉ

DIRECTIONS: Your resumé should give an accurate picture of your qualifications. Often an employer will form the first impression of you from it. Using the previous samples as a guide, write your own resumé on the sample resumé form provided.

If you have worked before--delivering newspapers, babysitting, mowing yards, etc.--list those jobs as work experience. If you have never worked before, be creative and choose a career and list any work experience and/or education you feel would help you get a job.

USE THIS PAGE AS A ROUGH DRAFT OF YOUR RESUMÉ

Career Objective:

Summary:

Education:

Work Experience:

Other Skills:

Activities:

INFORMATION SHEET 7: APPLYING BY TELEPHONE FOR AN INTERVIEW

I. Applying by telephone

A. Have in mind exactly what you are going to say before you call.

B. Keep your conversation short--don't tie up the employer's time by talking to him/her after you have accomplished what you have set out to do.

C. Speak clearly--loud enough to be heard.

D. Don't eat food or chew gum when talking on the phone.

E. Have at hand all necessary information about you in the event information is requested before sending job applications.

F. Be friendly and courteous.

II. What You Need to Say

A. Give your name and tell why you are calling.

B. Ask if there are any job openings or, if you are applying for a specific job, ask if that job has been filled.

C. Find out what the requirements are for the job.

D. Ask if you may have an application form--if one is required.

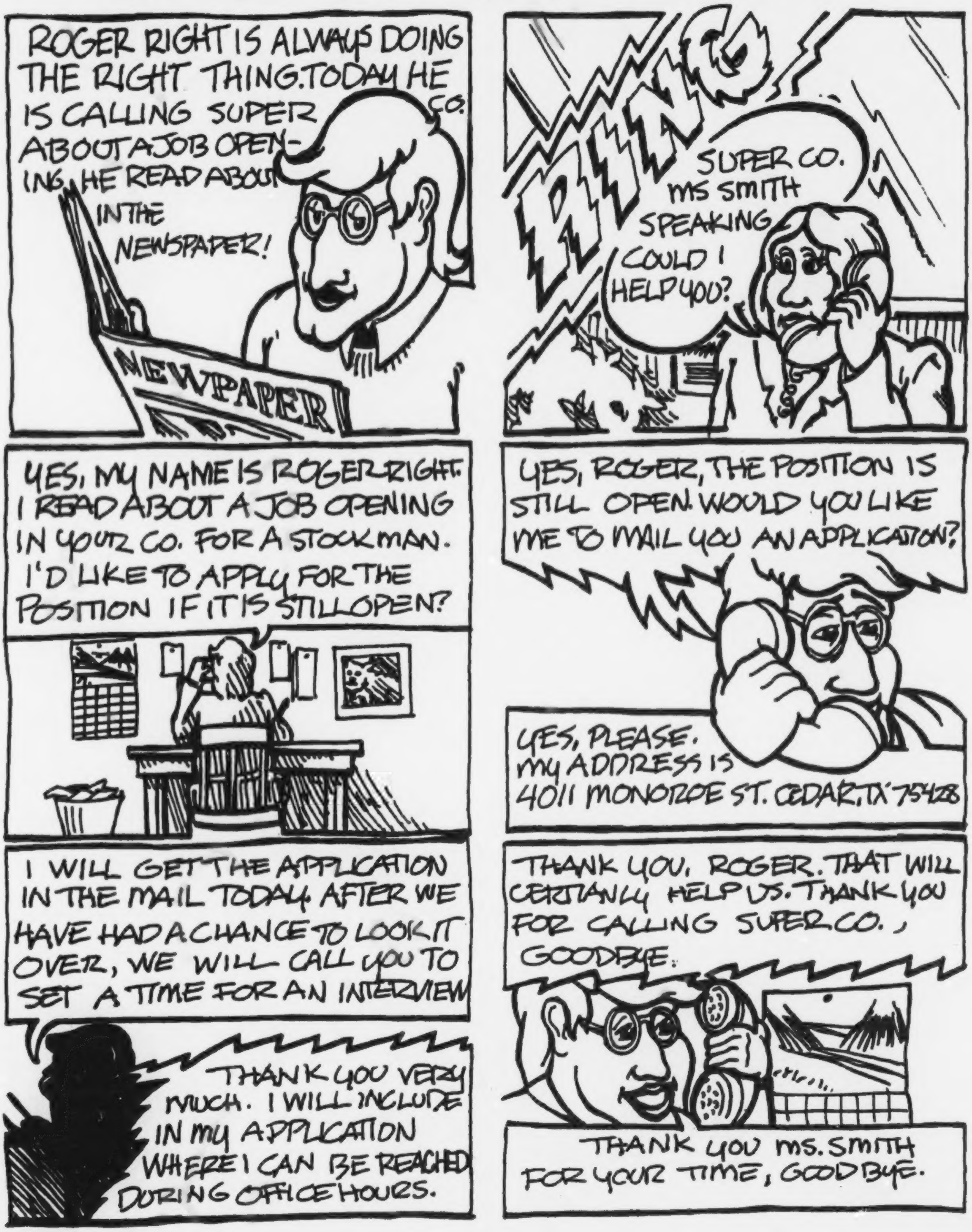
E. Ask if you may have an interview at the employer's convenience.

F. Find out the person's name and title who will be conducting the interview.

G. Give your address and phone number so that they may mail you an application and/or contact you if there is a change in your appointment time.

H. Thank the person who gave you the information. (Usually the person answering the phone will give you his or her name. It really impresses people when you include their names when thanking them. Make notes of names if necessary.)

Roger Calls Super Company--Let's Listen In . . .


ROGER RIGHT IS ALWAYS DOING THE RIGHT THING. TODAY HE IS CALLING SUPER CO. ABOUT A JOB OPENING HE READ ABOUT IN THE NEWSPAPER!
NEWPAPER
RING
SUPER CO. MS SMITH SPEAKING COULD I HELP YOU?
YES, MY NAME IS ROGER RIGHT. I READ ABOUT A JOB OPENING IN YOUR CO. FOR A STOCKMAN. I'D LIKE TO APPLY FOR THE POSITION IF IT IS STILL OPEN?
YES, ROGER, THE POSITION IS STILL OPEN. WOULD YOU LIKE ME TO MAIL YOU AN APPLICATION?
YES, PLEASE. MY ADDRESS IS 4011 MONOROE ST. CEDAR, TX 75428
I WILL GET THE APPLICATION IN THE MAIL TODAY. AFTER WE HAVE HAD A CHANCE TO LOOK IT OVER, WE WILL CALL YOU TO SET A TIME FOR AN INTERVIEW
THANK YOU VERY MUCH. I WILL INCLUDE IN MY APPLICATION WHERE I CAN BE REACHED DURING OFFICE HOURS.
THANK YOU, ROGER. THAT WILL CERTIANLY HELP US. THANK YOU FOR CALLING SUPER CO., GOODBYE.
THANK YOU MS. SMITH FOR YOUR TIME, GOODBYE.

TM 5

ACTIVITY SHEET 10: USING A TELEPHONE TO ARRANGE FOR A JOB INTERVIEW

DIRECTIONS: Role-play a situation in which you ask for a job application and/or an interview by phone. Remember what Roger did? Have the class evaluate your performance by circling "yes" or "no" to the right of the following questions.

1.	Knew what was to be said	YES	NO
2.	Kept the conversation short	YES	NO
3.	Spoke clearly	YES	NO
4.	Gave name and reason for calling	YES	NO
5.	Was friendly and courteous	YES	NO
6.	Made record of the interview date, hour, and place	YES	NO
7.	Asked for an application form	YES	NO
8.	Asked either to have the application form mailed or made arrangements to pick it up	YES	NO
9.	Thanked, by name, the person with whom he/she was speaking	YES	NO
10.	Secured the name of the person conducting the interview, if available at the time	YES	NO

INFORMATION SHEET 8: PREPARING FOR THE INTERVIEW

I. Things to do before the Interview

   A. Know the exact date, time, and place of the interview.

   B. Know the name of the person who will be conducting the interview and his/her title.

   C. Learn as much about the business as possible.

   D. Review your resumē.

   E. Think through possible questions the interviewer might ask.

   F. Think of several questions to ask about the job and about the company.

      NOTE Asking questions shows you are truly interested!

      1. Is there room for advancement?

      2. What are the fringe benefits?

      3. When can you find out whether or not you were hired?

      4. What kind of salary increases are included?

   G. Gather materials you will need for the interview.

      1. Two pens (in case one does not work).

      2. A copy of your resumé.

      3. Any additional information related to your qualifications for the job.

      EXAMPLE: If you are applying for a job as a photographer, you would want to include pictures you have taken.

II. Dressing for Success

   A. Wear the appropriate clothing.

      NOTE An applicant for an auto mechanic's job would dress differently than an applicant for a manager's job.

B. You should always dress for the job you would like to hold, not for your present job—unless, of course, you are satisfied where you are.

C. Dress conservatively. (No short dresses, unbuttoned shirts, etc.)

  1. Businesslike attire is the best.
  2. If you are unsure about what to wear, it is much better to be overdressed than to appear sloppy!
  3. Too little jewelry is better than too much.

D. Consider your personal traits.

  1. Choose clothing that complements your body structure and your facial features.
  2. Choose clothing that feels good on you. If it feels good, you feel good, and it shows.

E. To make a good impression:

  1. Body should be clean and odor free.
  2. You should be freshly shaved.
  3. Hair should be neat, clean, and trimmed.
  4. Makeup should not be overdone.
  5. Teeth should be brushed and your breath fresh.
  6. Clothes should be clean and pressed.
  7. Shoes should be clean and polished.
  8. Do not wear strong perfume or aftershave lotion.

ACTIVITY SHEET 11: DO'S AND DON'TS OF DRESSING FOR AN INTERVIEW

DIRECTIONS: Divide the class into small groups. Have the students list in the left column things to do to be appropriately dressed for an interview. List in the right column things to avoid in dressing for an interview.

DO	DON'T

INFORMATION SHEET 9: WHAT DO EMPLOYERS WANT?

An employer survey presented a list of twenty-one employee skills and asked respondents to prioritize the importance of these skills. The results are as follows:

1. Attention to accuracy and detail.
2. Reading skills.
3. Ability to cooperate with people.
4. Wilingness to make an extra effort to increase quality of performance.
5. Ability to work under pressure.
6. Verbal and communication skills.
7. Ability to manage time/be productive.
8. Ability to adapt/be flexible.
9. Ability to solve problems.
10. Ability to interpret and integrate information.
11. Ability to set priorities.
12. Good grooming and personal hygiene.
13. Writing skills.
14. Math skills.

Taken from *Career Source*, v. III, p. 39.

ACTIVITY SHEET 12: MAKING A POSITIVE FIRST IMPRESSION--STUDENTS MAKE A COMMERCIAL ABOUT THEMSELVES

DIRECTIONS: An employer's first impression of you is very important. You must be able to make a positive impression at the very beginning of the interview. Write a thirty-second commercial convincing the employers that you are the person for the job.

INFORMATION SHEET 10: THE INTERVIEW

I. Before the Interview

A. Go alone. Don't take a parent or friend with you.

NOTE Employers seldom hire people who cannot sell themselves in an interview without the help of another person.

B. Allow enough time to be 10-15 minutes early in case you are required to complete any other forms.

C. Review important information.

1. Know the name and title of the interviewer.
2. Know what the company does.
3. Know several reasons why you want the job.

D. Dress appropriately.

II. Meeting the Receptionist/Secretary

A. Be sure to be friendly and courteous to the receptionist/secretary.

NOTE Many jobs have been lost because an applicant was not friendly to the receptionist. If an employer is having a hard time deciding between applicants, he/she may ask the receptionist's opinion.

B. Introduce yourself, stating that you have an appointment and with whom.

EXAMPLE: "Good morning. My name is Jake Chen. I am applying for a job as a computer programmer. I have a 9:30 appointment with Ms. Lindsey."

C. Wait for instructions and follow them carefully.

III. Starting the Interview

A. Smile and greet the interviewer with a firm handshake.

NOTE Women, too, should shake hands.

B. Call the interviewer by name.

C. Introduce yourself.

D. State the purpose of your visit.

E. Listen for instructions.

F. Stand until the interviewer asks you to sit.

  1. If not asked to sit, you must stand.

  2. If asked to sit, do not slouch.

G. Try not to be nervous. Taking two or three deep breaths helps you relax.

H. Do not place personal items such as your purse, umbrella, etc., on the interviewer's desk.

I. Do not smoke or chew gum.

J. Be confident!

K. Make eye contact, but do not stare.

L. Be courteous and polite.

REMEMBER: Good manners are never out of style.

IV. Answering Questions During the Interview

A. Do not interrupt the interviewer when he/she is speaking.

B. Try to answer with more than yes or no—the interview will go much more smoothly.

C. Do not talk about your personal problems. Try to convince the interviewer that he/she will be benefitting the company by hiring you, not vice versa.

D. Answer all questions honestly. An employer can sense when you are avoiding a question.

EXAMPLE: "Would you say you can work well with others?" "Truthfully, my relationship with my supervisor could have been better. We never became especially fond of each other. However, we did manage to work together."

E. Give positive answers to unfavorable questions.

EXAMPLE: "What was your reason for leaving your past employment?" "I was laid off because I could not get along with my co-workers. But I have learned now that I must put forth extra effort."

F. Do not "ramble"; give clear answers.

G. Use standard English. Avoid using slang words or phrases.

H. Show interest in the company by asking questions.

I. Give the interviewer the opportunity to mention salary and fringe benefits.

EXAMPLE: If asked what salary you would come to work for, sample answers are: "It depends upon my responsibilities." "What is someone in a similar position making?"

V. Closing the Interview

A. Usually, the interviewer will tell you that there are no further questions and that you will be notified when a decision has been reached.

B. Thank the interviewer for his/her time.

C. Leave immediately when the interview has ended.

VI. Following the Interview

A. The thank-you letter

1. Express your continued interest in the job.

2. Express your appreciation to the interviewer for the opportunity to interview with the company.

3. Take the opportunity to sell yourself a little more.

B. The follow-up telephone call

1. Include the following information

a. Your name

b. Date of the interview

c. Position for which you interviewed

2. Ask whether a decision has been made.

EXAMPLE:
Incorrect:
"Hello, Ms. Smith. This is George Goofup. I haven't heard anything about the job. You said I should call. Did I get it?"
Correct:
"Hello, Ms. Smith. This is Daniel Doright. I interviewed with your company on December 27 for the position of general manager. Have you reached a decision?"

3. If someone else was hired, thank the interviewer for considering you, and tell him/her you are still interested in working for the company.

EXAMPLE: "I would like to thank you for considering me for the position. I am still interested in working for your company, and I would appreciate your keeping my application on file."

VII. Learn From Your Interview

A. Looking back at the interview

1. What were some of the good things you did?

2. What were some of the bad things you did?

3. If you could change any of your responses, what would they be?

B. Remember that all is not lost if you did not get the job—learn from your mistakes.

NOTE

If you do not get the job, you may want to role play the interview as you remember it with an adult friend. The friend may be able to give you valuable pointers to improve your interview skills.

JOB INTERVIEW POINTERS

1) Dress appropriately; be neat and clean.

2) Wear well-pressed clothes. The type of clothes depends on the job situation.

3) Go ALONE to your interview.

4) Arrive a little ahead of time. If you cannot keep the interview, be sure to notify your prospective employer.

5) Be courteous to the receptionist.

6) Watch your posture in the waiting room as well as during the interview.

7) Do not chew gum or smoke.

8) If your possible employer offers to shake hands, make your handshake firm.

9) Be yourself, but even if you are uneasy, try to smile.

10) Do not be so casual that you appear uninterested in the job.

11) Listen carefully; answer questions thoughtfully. Be aware of talking too much or too little.

12) Give accurate and complete information. Have your personal data sheet with you so you can give dates of previous work and other information easily.

13) Be prepared to ask some intelligent questions about the work and situations on points of interest to you.

14) If you DON'T get the job--keep a good attitude. Try to leave such a good impression that the firm might want to call you if another job opening occurs.

TM 6

AT THE INTERVIEW

Convince the Interviewer You Can Do the Job-- SELL YOURSELF.

1) Sit upright in your chair.

2) Look the interviewer in the eyes.

3) Answer all questions honestly.

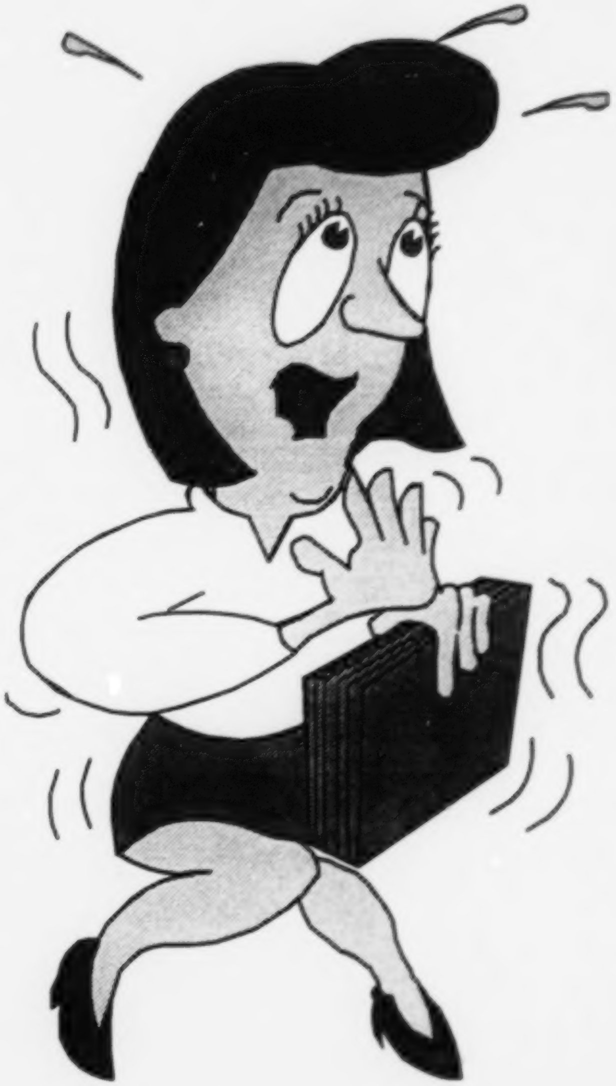
4) Try to give a favorable response to unfavorable questions.

5) Thank the interviewer after the interview is over.

TM 7

IT IS NORMAL TO BE A LITTLE NERVOUS

WHEN YOU APPLY FOR A JOB



TM 8

LOOK BACK AT THE INTERVIEWS--

WHAT WENT WRONG?

TM 9

ACTIVITY SHEET 13: QUESTIONS FREQUENTLY ASKED AT AN INTERVIEW

1. What are your future career plans?
2. What are your major weaknesses?
3. What are your special abilities?
4. Do you prefer working with others or by yourself?
5. In what school activities have you participated? Why?
6. What school courses did you like best? Least? Why?
7. Why do you think you would like this particular type of job?
8. Are you willing to relocate where the company wants to send you?
9. What can you do for us? Why do you feel you are qualified?
10. What are your ideas about salary?
11. Where have you worked before?
12. Do you have any questions about our company or the job opening?

ACTIVITY SHEET 14: PARTICIPATING IN A SIMULATED JOB INTERVIEW

TEACHER INSTRUCTIONS:

1. Nine students should be selected to do the interviewing.
2. They will be given a card with the name of the company and should use those questions on Information Sheet 8 to conduct the interview.
3. Students will first draw an information card.
4. Using the information on the card and any other personal information, the students will conduct themselves as if they are in an actual interview.
5. The students are to answer the questions honestly, referring to their information cards when needed.
6. When the interview is over, the interviewer is to complete the applicant's rating form; the applicant should be given the rating form when completed so that improvements may be made in the next interview.
7. The student will then draw another information card for a second interview.
8. Each student should be interviewed by two different personnel directors and for two different positions.
9. When two interviews have been completed, the student will then be placed in an interviewing position.

INFORMATION CARDS

DIRECTIONS: Cut along the dotted lines. The cards will last much longer if they are laminated.

JOB APPLYING FOR: **Typist**
EXPERIENCE: At Big RT Company in Dallas, Texas for three years
SPECIAL SKILLS: Typing, 55 w.p.m.

JOB APPLYING FOR: **Janitor**
EXPERIENCE: Worked three years at XYZ Company in Houston, Texas as janitor
SPECIAL SKILLS: None

JOB APPLYING FOR: **Sales Clerk**
EXPERIENCE: Worked three years at Dillard's Department Store as sales clerk
SPECIAL SKILLS: Typing, 45 w.p.m.

JOB APPLYING FOR: **Grocery Sacker**
EXPERIENCE: None
SPECIAL SKILLS: None

JOB APPLYING FOR: **Cook Helper**
EXPERIENCE: None
SPECIAL SKILLS: None

JOB APPLYING FOR: **Purchasing Agent**
EXPERIENCE: Purchasing Agent for Title Big Company in Tyler, Texas for six months
SPECIAL SKILLS: Typing, 55 w.p.m.
HIGHER EDUCATION: Two years of coursework toward B.B.A.

JOB APPLYING FOR: **Amusement Rides Manager**
EXPERIENCE: Five years operating rides at Lassoworld
SPECIAL SKILLS: None
HIGHER EDUCATION: 18 semester hours in marketing

JOB APPLYING FOR: **Cashier**
EXPERIENCE: Cashier at WideWorld Bank; part-time for two years
SPECIAL SKILLS: Typing, 55 w.p.m.; electronic calculator by touch

JOB APPLYING FOR: **Skating Instructor**
EXPERIENCE: Two years experience as skating competitor
SPECIAL SKILLS: Have won numerous awards for competition

JOB APPLYING FOR: **Cook**
EXPERIENCE: Two years as cook at Margino's Restaurant
SPECIAL SKILLS: None

JOB APPLYING FOR: **Assembly-line Worker**
EXPERIENCE: Five Years at Shemroad Manufacturing Company
NOTE: Company has closed; you have been laid off

JOB APPLYING FOR: **Line Supervisor**
EXPERIENCE: One year at Shemroad Manufacturing Company
NOTE: Company has closed; you have been laid off

JOB APPLYING FOR: **Receptionist**
EXPERIENCE: None
SPECIAL SKILLS: Typing, 60 w.p.m.

JOB APPLYING FOR: **Accounting Supervisor**
EXPERIENCE: Two years as Accounting Supervisor for TBL in Austin, Texas
HIGHER EDUCATION: B.B.A. in Accounting from L and T State University

JOB APPLYING FOR: **Waiter/Waitress**
EXPERIENCE: None
SPECIAL SKILLS: Courteous, energetic

JOB APPLYING FOR: **Lifeguard**
EXPERIENCE: None
SPECIAL SKILLS: Water Safety Courses; Lifeguard Certification

JOB INTERVIEW RATING FORM

Applicant's Name: ______________________ Your Name: ______________________

Interviewer's Name: ______________________ Date: ______________________

Job Applying for: ____

DIRECTIONS: Place a check in the box of the answer which best reflects the applicant's performance.

		YES	NO	COMMENTS
1.	The applicant was well groomed.			
2.	The applicant was courteous and honest.			
3.	The applicant was very nervous.			
4.	The applicant made eye contact.			
5.	The applicant interrupted the interviewer several times.			
6.	The applicant answered with more than a yes or no.			
7.	The applicant talked about personal problems.			
8.	The applicant would not leave when the interview was over.			
9.	The applicant did not mention salary until the right time.			
10.	Would you hire this person?			

INFORMATION SHEET 11: THE FOLLOW-UP LETTER

I. Purpose of the Follow-up Letter

- A. To show appreciation to the employer for the interview
- B. To express your continued interest
- C. To take the opportunity to sell yourself a little more
- D. To strengthen your possibilities of getting the job

II. Organization of the Follow-up Letter

- A. Should be typed on 8 1/2" x 11" paper
- B. Should be neat, with no grammatical errors or misspellings
- C. Should be organized in an acceptable business-letter format
- D. Should be presented in an organized manner
    1. Thank the interviewer for the chance to interview with the company.
    2. Restate the qualifications (education and/or experience) which you feel will help you get the job.
    3. Give your telephone number and the hours of the day that you may be reached in case any additional information is required of you.
    4. Close the letter in the correct way.
    5. Sign the letter in longhand.

THE FOLLOW-UP LETTER

1110 Century Drive
Santa Fe, Texas 76543

May 27, 19XX

Mr. Vincent Ortega
Personnel Director
Acme Incorporated
2144 Lincoln Avenue
Albuquerque, New Mexico 77682

Dear Mr. Ortega:

Thank you for the opportunity to talk with you about the job opening in your sales department.

I believe that the two years of experience that I have in the sales department at Bencon Company have prepared me well for the type of position currently open at Acme Incorporated. My service over the last year as DECA president has also given me great experience in marketing and sales.

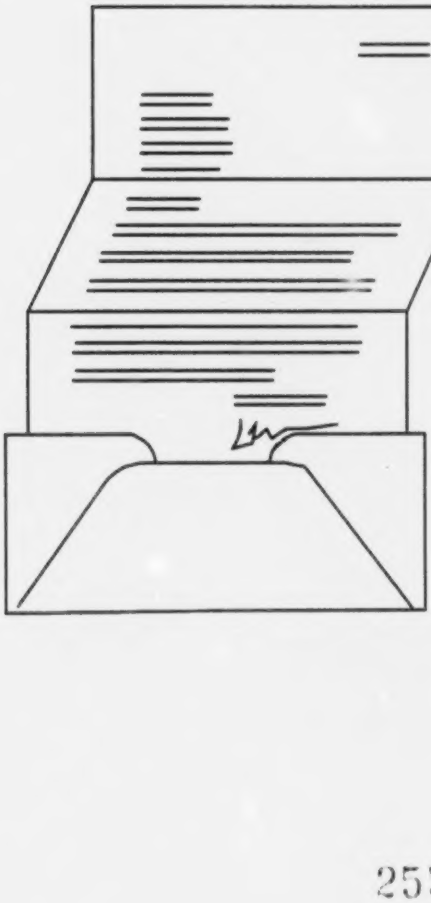
If you need any additional information, I can be reached from 8:00 a.m. until 12:00 p.m. at (845) 642-6789.

Sincerely,

Joe Jobhunter

ACTIVITY SHEET 15: PREPARING A FOLLOW-UP LETTER

DIRECTIONS: Now that you have completed your own interviews, write a follow-up letter to one of the companies that you interviewed with. You may use the name of the person conducting the interview as your contact person. Their title will be Personnel Director. You may create your own address for the company, your home address, and any other information related to your qualifications. Remember, this is your last chance to really sell yourself, so make it neat and to the point. As your rough draft, complete the sample "Thank You Letter Outline" that your teacher gives you. Write you final copy carefully, using business letter format.



ACTIVITY SHEET 15 (continued): PREPARING A FOLLOW-UP LETTER

Date: ____

Personnel Director's Name: ___________________________
Name of Company: ________________________________
Address: ______________________________________
City/State/Zip: __________________________________
____

Dear: ____

What are you thinking them for and what is the position you are seeking?

____
____
____

Why would you be a good person for this job?

____
____
____
____

Close, thank them again.

____
____

Sincerely,

____

Your Name ____________________
Address ______________________
City/State/Zip _________________
Phone Number _________________

REASONS WHY EMPLOYERS WILL NOT HIRE YOU!

Often the best job hunter rather than the best qualified applicant is hired. Qualifications and experience are important, but the impression the job applicant makes in the interview is critical. The following list provides some of the reasons that employers have given for not hiring job applicants, even though they were qualified:

- **Poor personal appearance and/or hygiene**
- **Overbearing, "know-it-all" or high pressure type**
- **Inability to express self clearly**
- **Lack of planning for career; no purpose or goals**
- **Lack of interest and enthusiasm; just shopping around**
- **Lack of confidence and poise**
- **Overemphasis on money; interested only in salary**
- **Poor grades; just got by**
- **Makes excuses**
- **Lack of courtesy; ill-mannered**
- **Speaks badly of past employers**
- **Fails to look interviewer in the eye**

TM 11

- **Limp, fishy handshake**
- **No interest in company**
- **Late to interview without good reason**
- **Failure to express appreciation for interviewer's time**
- **Asks no questions about the job**
- **Unwilling to begin at the bottom**
- **No definite response to questions**
- **Wants job only for short time**

Taken from *Career Source*, Vol. 3, No. 1, p.38.

TM 11 (continued)

INFORMATION SHEET 12: DEVELOPING POSITIVE WORK HABITS AND ATTITUDES

DIRECTIONS: Even though you may not have held a full-time job yet, you are developing work habits that will carry over with you when you do start a job. Here are some questions you can ask yourself about the habits and attitudes you are developing:

- Would you say you get along well with other classmates?
- Do you get along well with your teachers?
- Do you get along well with your parents?
- Are your papers neat?
- Would you say you speak clearly?
- Would you say you have good manners?
- Can you laugh at yourself?
- Do you have any idea what you will be doing in the next five years?
- Do you take the blame for your mistakes?
- Do you work hard to meet expectations on school assignments?
- Do you follow school rules?

UNIT IV-1 TEST

A. Match the following terms with their definitions by placing the correct number in the space at the left.

____ a. one who applies for a job

____ b. recurring

____ c. usually refers to the right to be insured

____ d. single, married, separated, or divorced

____ e. the last name of a woman before she is married

____ f. does not apply to you

____ g. belonging to you

____ h. persons who rely on you for support

____ i. written in a way in which it can easily be read

____ j. a group of persons belonging to an organization

____ k. the name of a person written in cursive

____ l. a fixed amount of pay not directly related to the number of hours you work

____ m. someone who can be asked to give an answer to questions about the person's ability to do a job

____ n. amount of money earned per hour

____ o. your husband or wife

1. Applicant
2. Bondable
3. Chronic
4. Dependents
5. Legibly
6. Maiden name
7. Marital status
8. Not applicable
9. Personal
10. Personnel
11. Reference
12. Salary
13. Signature
14. Spouse
15. Wage

SOURCES OF EMPLOYMENT

B. Name three sources to look for employment:

1.

2.

3.

C. Choose the correct answer for completing each statement. Place the letter of the correct answer in the blank to the left of each number. Only one answer for each statement is correct.

_____ 1. A private employment agency ____________________ charge a fee for locating jobs.

A. does
B. does not
C. cannot
D. may

_____ 2. ___________________________ is the most common source of finding a job.

A. Word-of-mouth
B. Media
C. Want ads
D. Public employment agencies

_____ 3. _________________________ sometimes offer excellent leads for employment.

A. Teen magazines
B. Television and radio
C. Interviews
D. Babysitters

_____ 4. Employment agencies provide __________________ counseling.

A. personal
B. drug and alcohol
C. career
D. marriage

_____ 5. ____________________________ provides the best source for employment opportunities.

A. Talking to friends
B. Reading the want ads
C. Watching television
D. Visiting the Chamber of Commerce

_____ 6. Friends, relatives, and acquaintances usually know of job openings ______________________ they are advertised.

A. after
B. while
C. if
D. before

_____ 7. School placement offices sometimes have _____________________________.

A. part-time jobs
B. career opportunities information
C. college rankings
D. apartments for rent

_____ 8. The abbreviation pt. time stands for _______________________.

A. private time
B. punt time
C. party time
D. part-time

_____ 9. The abbreviation ____________________ means you are willing to discuss salary at a later date.

A. sal. open
B. money o.k.
C. sal. closed
D. sal. late

______10. The abbreviation E.O.E. means ____________________.

A. Equal Option Employment
B. Easy Open Employment
C. Equal Opportunity Employment
D. Easy Option

_______11. The abbreviation refs. refers to ______________________________.

- A. soft drink refills
- B. referrals for jobs
- C. references by people who know you
- D. references by people who do not know you

_______12. The abbreviation appt. refers to _______________________.

- A. appointment needed for interview
- B. apartment number
- C. appropriate dress required
- D. appointed to the job

APPLYING BY TELEPHONE FOR AN INTERVIEW

D. Place an "X" next to the information that needs to be said when applying by telephone.

______ 1. Give your name and tell why you are calling.

______ 2. Ask if you may have an interview at the employer's convenience.

______ 3. Give a friend's address to the employer so they can mail you an application.

______ 4. Find out the person's name and title who will be conducting the interview.

______ 5. Thank the person who gave you the information.

______ 6. Explain that this is your first job application and you are nervous.

______ 7. Use the person's name to whom you are speaking.

______ 8. Ask about the requirements of the job.

______ 9. Indicate how you heard about the opening.

______10. Ask about the salary of the job opening.

COMPLETING THE APPLICATION FORM

E. Fill in the blanks by using the words listed below to complete the following sentences.

open
entire form
signature
policies
application form
correct name
age
mother/father
resumé
N/A
bold-type print
blank
handwritten
salary requirements

1. Although each company has its own ______________________ ______________________, the rules for preparation apply to any form.
2. Read the ______________________ ______________________ before starting to write.
3. If the questions do not apply to you, write ______________________.
4. Having your ______________________ with you will help ensure that all information is correct and complete.
5. Your ______________________ is required to ensure that you put down the correct information.
6. Make sure every ______________________ is filled in.
7. Write ______________________ for questions about salary so as not to mislead the employer.
8. Always use your ____.
9. Optional information is ______________________, marital status, dependents, and health status.
10. Applications may be typed, printed, or ______________________.

RESUMÉS

F. Complete the following statements with the correct answer.

_____1. The term resumé basically means the same as _______________.

A. reassure
B. resume your speed
C. personal data sheet
D. personal date sheet

_____2. _______________ of the same resumé can be made and mailed to different employers.

A. Many versions
B. Many copies
C. Some varieties
D. Any color

_____3. In most cases, resumés should be kept to ___________________ in length.

A. two pages
B. three pages
C. one page
D. four pages

_____4. Resumés are an easy way to _______________ your broadening educational and work experience record.

A. exaggerate
B. update
C. qualify
D. list in detail

_____5. Resumés _______________ have to be in logical order.

A. do
B. do not
C. never
D. sometimes

______6. Resumēs should be presented in an ____________________________ form.

- A. formal
- B. informal
- C. outline
- D. unoutlined

______7. Your _______________ _________ should appear in the resumē.

- A. job goals
- B. grade point average
- C. habits
- D. best friends' names

______8. Work experience and educational background should have the most recent information ___________________.

- A. last
- B. in the middle
- C. first
- D. second

______9. You should always get permission before using people as ______________________________.

- A. parents
- B. references
- C. resources
- D. friends

______10. Your __________________________ are good to use as references.

- A. brothers and sisters
- B. friends
- C. relatives
- D. parents

PREPARING FOR THE INTERVIEW

G. Fill in the blanks by using the words listed below to complete the following sentences.

extreme
business
resumé
company
conservatively
title
questions
pressed
job
time
comfortably
too much
date

1. Know the exact__________________ , ________________________, and location of the interview.
2. Know the name of the person who will be conducting the interview and his/her__________________.
3. Learn as much about the __________________________as possible.
4. Review your ________________________.
5. Think through possible _______________________________the interviewer might ask.
6. Think of several questions to ask about the ________________________________ and the ___________________.
7. Dress________________________________.
8. Too little jewelry is better than _____________________________.
9. Your clothes should be clean and ____________________________.
10. Makeup and hairstyle should not be ________________________________.

THE INTERVIEW

H. Place the letter of the correct answer to the left of the number. Only one choice is correct for each statement.

______ 1. Allow enough time to be __________________ minutes early in case you are required to complete any other forms.

A. 5 or 6
B. 20 - 25
C. 60
D. 10 -15

______ 2. Always be ______________ and _____________ to the receptionist or secretary.

A. friendly and courteous
B. generous and sincere
C. brave and strong
D. angry and aggressive

______ 3. Do not take a ______________________ with you when going to a job interview.

A. resumé
B. pen
C. friend
D. list of references

______ 4. When starting the interview, never ___________________________.

A. call the interviewer by name
B. introduce yourself
C. smoke or chew gum
D. make eye contact

______ 5. During an interview, always ____________________________.

A. answer questions with more than a yes or no
B. avoid answering questions
C. ramble, give unclear answers
D. use slang words or phrases

______ 6. At the close of the interview, ______________________.

A. introduce yourself
B. thank the interviewer for his/her time
C. sit until you are asked to stand
D. do not leave immediately

______ 7. Following an interview, it is a good idea to ________________________.

A. send a thank-you letter to express continued interest in the job
B. at a later date, call to inquire about the decision regarding the position
C. express your appreciation to the interviewer for the opportunity to interview with the company
D. all of these

______ 8. Looking back at the interview, ________________________.

A. try not to be nervous
B. remember that all is lost if you do not get job
C. review the good and bad things you did during the interview
D. never plan any changes in your responses

QUESTIONS FREQUENTLY ASKED AT AN INTERVIEW

I. Place an "X" next to the questions frequently asked at an interview.

______ 1. What are your future career plans?

______ 2. What are your major weaknesses?

______ 3. What are your plans for Saturday night?

______ 4. Do you prefer working with others or by yourself?

______ 5. In what school activities have you participated? Why?

______ 6. What school courses did you like best? Why?

______ 7. Why do you think you would like this particular job?

______ 8. Are you willing to relocate?

______ 9. What could you contribute to our company?

______10. What are your ideas on salary?

______11. Where have you worked previously?

______12. What church do you belong to?

______13. How old were you when you were married?

______14. Do you like my office?

______15. Do you have any questions about our company?

THE FOLLOW-UP LETTER

J. Fill in the blanks by using the words listed below to complete the following statements.

close **help** **interviewer** **neat** **few**

secretary/receptionist **no** **hours** **social security**

letter **telephone** **qualifications** **organized**

1. Your follow-up letter should be ______________________ with ___________________ grammatical errors or misspellings.

2. Your follow-up letter should be __________________________________ in an acceptable business letter form.

3. Your follow-up letter should begin by thanking the _____________________ for the chance to interview with the company.

4. You should restate the __________________________________ which you feel will _________________ you get the job.

5. You should give your _________________________________ number and the ____________________ of the day that you may be reached in case any additional information is required.

WHY PEOPLE ARE NOT HIRED

K. Name five reasons why people are not hired:

1.

2.

3.

4.

5.

UNIT IV
Module 1: *Job Acquisition*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Whole class activity.

ACTIVITY SHEET 2

Section A

1. n
2. o
3. e
4. l
5. b
6. j
7. p
8. d
9. c
10. a
11. i
12. g
13. f
14. q
15. h
16. m
17. k

Section B

18. ff
19. hh
20. v
21. y
22. bb
23. w
24. s
25. dd
26. r
27. u
28. aa
29. cc
30. ee
31. gg
32. t
33. x
34. z

Section C

35. ss
36. qq
37. xx
38. rr
39. tt
40. jj
41. ii
42. vv
43. oo
44. ll
45. kk
46. uu
47. nn
48. ww
49. mm
50. pp

ACTIVITY SHEETS 3-4

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 5

Students should complete only steps 1-5.

ACTIVITY SHEETS 6-14

Evaluated to the satisfaction of the teacher.

UNIT IV-1

ANSWERS TO UNIT TEST

A.

a.	1	l.	12
b.	3	m.	11
c.	2	n.	15
d.	7	o.	14
e.	6		
f.	8		
g.	9		
h.	4		
i.	5		
j.	10		
k.	13		

B.

Three of the following:

1. want-ads
2. friends, relatives, and acquaintances
3. media
4. employment agencies
5. applying without knowing
6. education/manpower facilities

C.

1.	A	5.	B	9.	A
2.	C	6.	D	10.	C
3.	B	7.	B	11.	C
4.	C	8.	D	12.	A

D.

1. X
2. X
3.
4. X
5. X
6.
7. X
8. X
9.
10.

E.

1. application form
2. entire form
3. N/A
4. resumē
5. signature
6. blank
7. open
8. correct name
9. age
10. handwritten

F.

1. C
2. B
3. A
4. B
5. A
6. C
7. A
8. C
9. B
10. B

G.

1. date; time
2. title
3. business
4. resumē
5. questions
6. job; company
7. conservatively
8. too much
9. pressed
10. extreme

H.

1. D
2. A
3. C
4. C
5. A
6. B
7. D
8. C

I.

1. X
2. X
3.
4. X
5. X
6. X
7. X
8. X
9. X
10. X
11. X
12.
13.
14.
15. X

J.

1. neat; no
2. organized
3. interviewer
4. qualifications; help
5. telephone; hours

K.

Any of the reasons listed on **TM 13: REASONS WHY EMPLOYERS WILL NOT HIRE YOU!**

TEACHER PREPARATION

UNIT IV

Module 2: *International Opportunities*

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (IV-2-6, 7)
2 (IV-2-8)

ACTIVITY SHEETS:
1 (IV-2-5)
2 (IV-2-9, 10)

UNIT IV-2 TEST (IV-2-11, 12)

UNIT IV
Module 2: *International Opportunities*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **ACTIVITY SHEET 1 (IV-2-5): INTERNATIONAL BUSINESS IN YOUR OWN BACKYARD**

1. Use this Activity Sheet to introduce the terms "domestic" and "international" to the students.

2. Guide the students in discussion concerning how many international products we see in stores and the kinds of U.S. businesses that have international sales or production sites.

3. You may want to assign the product search activity before the end of the previous unit so that when you are ready to begin this unit the students will have found their products and be more prepared to add their personal experiences to the discussion.

B. **INFORMATION SHEET 1 (IV-2-6, 7): ECONOMIC SYSTEMS**

1. Use this Information Sheet to help students make the connection between types of economic systems and the ways people work.

2. Discuss the advantages Americans have in the international marketplace because of the type of economic system we have.

3. Ask students if they know or have known a foreign exchange student or any other person who is visiting this country. What differences in culture did they notice?

4. Discuss any cultural differences students have heard that would be important in conducting business internationally.

C. **INFORMATION SHEET 2 (IV-2-8): LOCATING AND SECURING INTERNATIONAL EMPLOYMENT**

1. This Information Sheet focuses students' attention on the qualities and skills that will aid them in securing international employment.

2. Several of the skills and abilities refer back to information presented in earlier units. Be sure to emphasize the importance of transferring previous knowledge.

D. **ACTIVITY SHEET 2 (IV-2-9, 10): DOMESTIC AND INTERNATIONAL EMPLOYMENT**

1. This exercise will allow students to discuss the similarities and differences in locating employment domestically and internationally. Have the students brainstorm all the different ways they can think of to locate a job, then decide if that method would be useful primarily in domestic employment, primarily in international employment, or if it is a method used frequently in both.

2. Use the sample diagram provided as **ACTIVITY SHEET 2 (IV -2-10): TEACHER...(SAMPLE DIAGRAM)** to get the discussion started and to keep things moving along if students hit a lull in ideas.

3. When beginning this activity, refer students back to the Venn Diagram they completed in UNIT 1, Module 2.

II. Unit IV-2 Test (IV-2-11, 12)

III. Answers to Activity Sheets and Unit IV-2 Test (IV-2-13, 14)

UNIT IV
Module 2: *International Opportunities*

ACTIVITY SHEET 1: INTERNATIONAL BUSINESS IN YOUR OWN BACKYARD

Another factor that will be important in your career decision-making process is your knowledge of international influences on the job market. The term "domestic" can be used to refer to jobs within the country in which you are living--in your case the United States. In contrast, the term "international" is used to refer to jobs outside the borders of your home country. An ever-increasing number of companies have both domestic and international operations. In your adult career you may never travel outside the United States to work, but you may be employed by a U.S. company that is globally active. Or, you may be employed by a company whose home office is in another country, even though you work in an office located here in the United States. Another possibility is that you will travel to other countries to work either on a short-term or long-term basis. As transportation and communication capabilities expand, so will international business.

Your assignment is to uncover an example of the presence of international business in your community by going to stores in your area and finding products manufactured in six different countries. Be creative in the kinds of products you look for. Try to find an example that no other student will have.

PRODUCT	COUNTRY

INFORMATION SHEET 1: ECONOMIC SYSTEMS

As you begin to consider the possibilities in international business, it is helpful to understand the differences among economic systems and the influence those differences have on employment.

CHARACTERISTICS OF AN ECONOMIC SYSTEM

term	definition	example
labor	people with skills who do the work	farmers, engineers
natural resources	raw materials used to make the things we need	water, oil, lumber, land
basic tools	capital goods and other things used to make finished goods or provide services	tools, buildings, money, machines

DECISIONS THAT MUST BE MADE IN AN ECONOMIC SYSTEM

- What goods and services are to be produced?
- Who will produce the goods or perform the services?
- What resources will be used to produce the goods or perform the services?
- Who will use the goods and services?

DECISION MAKERS

Consumers	Producers	Government
users of what is produced	those who make goods and seek profit from the sale of the goods	federal, state, and local agencies that regulate safety, public welfare, and fair trade practices

THREE TYPES OF ECONOMIC SYSTEMS

Capitalism	**Socialism**	**Communism**
• Based on private ownership	• Allows some private ownership	• Allows no private ownership
• Goods produced for the purpose of gaining profit	• Public interest is more important than private profit	• No private profit
• Allows competition	• Government controls major industries and resources	• All production owned by the government

CULTURAL DIFFERENCES

Besides these general economic system differences, each country will have unique business practices. When working with individuals or companies from other countries, you will need to have some knowledge of:

- Cognitive styles--If you want to communicate effectively, you must know how the people of this country organize and process information.
- Negotiation strategies--What is an acceptable way of compromise and negotiation in this culture?
- Acceptable behaviors in business entertaining
- Acceptable dress
- Titles or forms of address
- Cultural differences in greetings and gestures

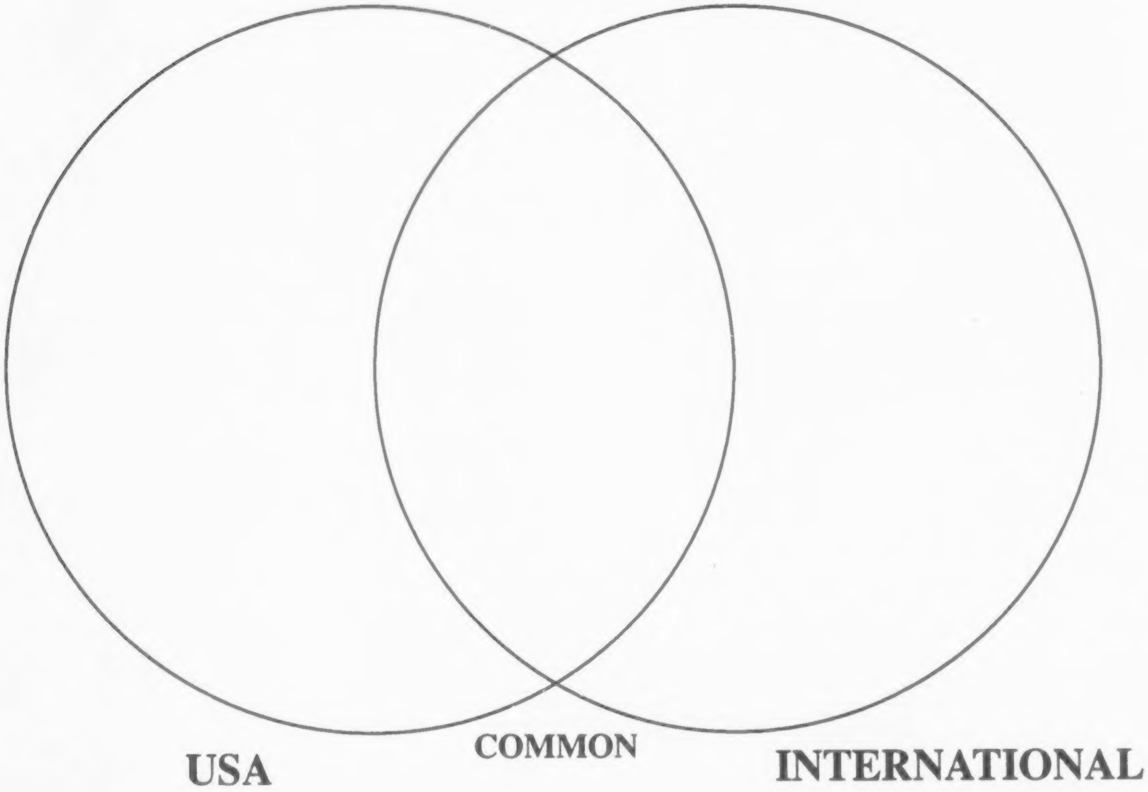
INFORMATION SHEET 2: LOCATING AND SECURING INTERNATIONAL EMPLOYMENT

What will make you a good candidate for an international position? Here are some things to consider:

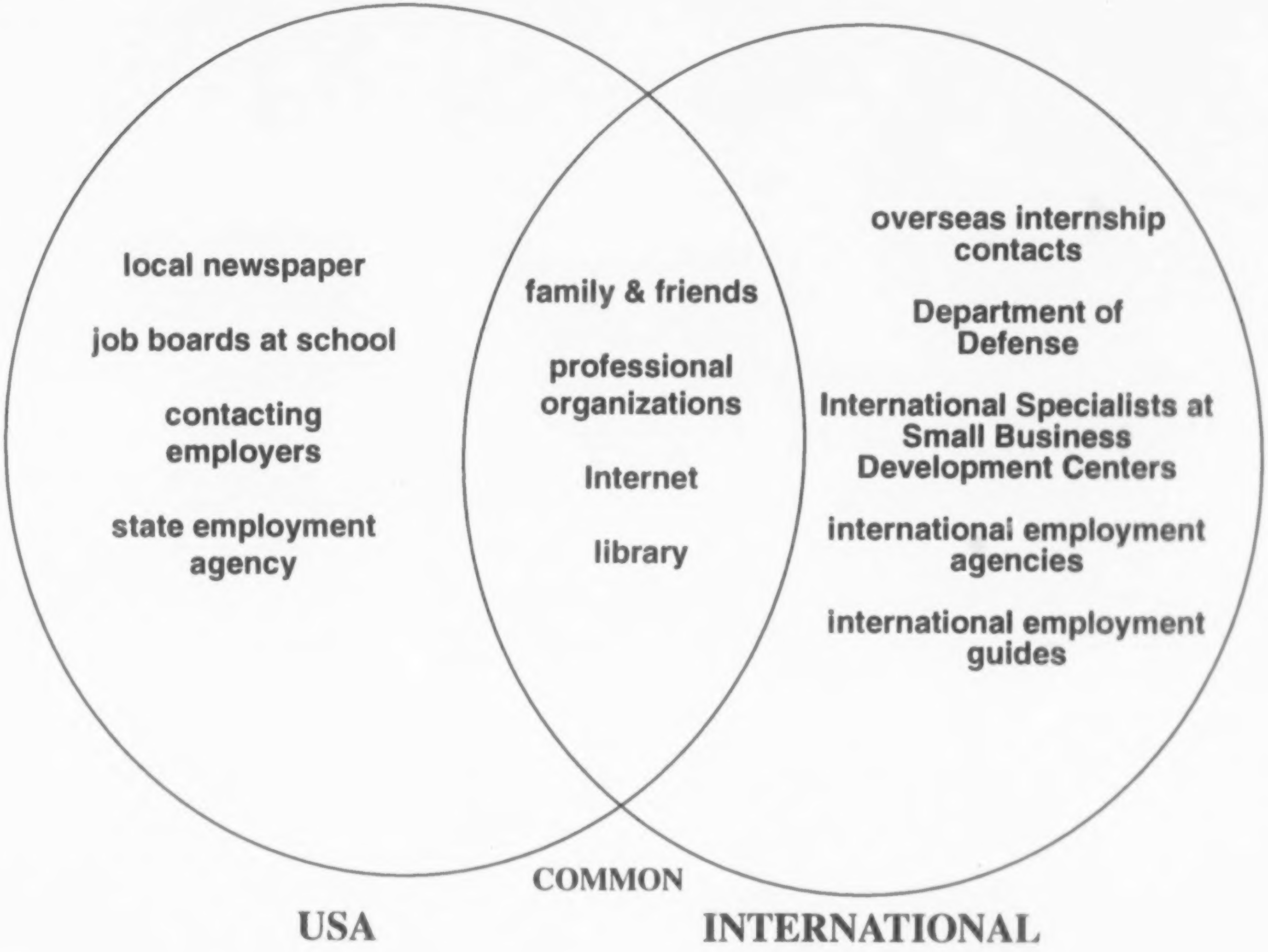
- **Fluency in a second language**. Even though you may be employed in a country whose people speak a different language than your second language, that second language will still be of great help. Just the process of learning a second language will make learning a third language much easier. The fact that you were willing and able to add a second language to your skills is impressive to employers.
- **Be proficient at your specific job skills**. Employers are looking for people who have the interest and ability to perform their job duties well.
- **Participate in an overseas training experience**. These experiences range in length from a few weeks to a year. The availability and affordability of these opportunities may be surprising. Business and community organizations offer more scholarships for overseas learning opportunities than are accepted every year.
- **Be flexible in the way you look at business procedures**. Just because a procedure is different, that doesn't necessarily mean it is "wrong". Be willing to see how business conducted in a different country may need to be handled differently than the way it is handled in your local community.
- **Remember the list of your transferable skills which you discovered earlier in this course**. Emphasize these when seeking international employment.
- **Broaden your job search resources**. Examples: Internet sources, professional and trade association journals, the Department of Defense, the international specialists at Small Business Development Centers, and private employment agencies that specialize in international placement.

ACTIVITY SHEET 2: DOMESTIC AND INTERNATIONAL EMPLOYMENT

DIRECTIONS: Complete the following Venn diagram comparing and contrasting methods of locating and securing employment in our domestic economy and in the international job market.



ACTIVITY SHEET 2: TEACHER DISCUSSION NOTES (SAMPLE DIAGRAM)



USA

local newspaper

job boards at school

contacting employers

state employment agency

COMMON

family & friends

professional organizations

Internet

library

INTERNATIONAL

overseas internship contacts

Department of Defense

International Specialists at Small Business Development Centers

international employment agencies

international employment guides

UNIT IV-2 TEST

A. List the similarities and differences in locating employment in our domestic economy and the international job market.

SIMILARITIES	DIFFERENCES

B. Complete the chart below which compares business factors of our free enterprise system and the economic systems of other countries.

FACTOR	CAPITALISM	SOCIALISM	COMMUNISM
private ownership			
profit			
competition			

C. Describe the ways in which three different factors would influence employment and entrepreneurship.

1. **CAPITALISM:**

2. **SOCIALISM:**

3. **COMMUNISM:**

UNIT IV

Module 2: *International Opportunities*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Answers will vary.

ACTIVITY SHEET 2

Refer to the Teacher Discussion Notes.

UNIT IV-2

ANSWERS TO UNIT TEST

A. Any responses from the Teacher Discussion Notes, ACTIVITY SHEET 2, or other appropriate responses generated in class discussion.

B.

CAPITALISM:	SOCIALISM	COMMUNISM
•Based on private ownership	•Allows some private ownership	•Allows no private ownership
•Goods produced for the purpose of gaining profit	•Public interest is more important than private profit	•No private profit
•Allows competition	•Government controls major industries and resources	•All production owned by the government

C. Evaluated to the satisfaction of the teacher.

TEACHER PREPARATION

UNIT V

Module 1: *Personal Money Management*

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (V-1-7, 8)
2 (V-1-11)
3 (V-1-16, 17, 18)

ACTIVITY SHEETS:
1 (V-1-10)
2 (V-1-12)
3 (V-1-14)
4 (V-1-20, 21)
5 (V-1-22, 23)
6 (V-1-24)
7 (V-1-25)
8 (V-1-26)
9 (V-1-27)

UNIT V-1 TEST (V-1-28, 29, 30)

Make Transparencies of:

- TM 1 (V-1-9)
- TM 2 (V-1-13)
- TM 3 (V-1-15)
- TM 4 (V-1-19)

Additional Preparation:

- for INFORMATION SHEET 2 (V-1-11): *chalk and chalkboard.*
- for ACTIVITY SHEET 4 (VI-1-20): ANNUAL SALARIES; *cut out and laminate salary strips if possible.*
- for ACTIVITY SHEET 5 (V-1-22): *newspapers or other resources which advertise vehicle prices.*
- for ACTIVITY SHEET 6 (V-1-24): *real estate section of newspapers, apartment guides, etc.*
- for ACTIVITY SHEET 7 (V-1-25): *newspapers and grocery store circulars from which to cut out food coupons and price listings.*
- for ACTIVITY SHEET 9 (V-1-27): *information from printed materials, guest speakers, computer programs, and on-line sources regarding the educational requirements and salaries for various occupations.*

UNIT V

Module 1: *Personal Money Management*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (V-1-7, 8): WHAT IS A BUDGET?**

1. Discuss what is included in a budget.
2. Use **TM 1 (V-1-9): SPENDING GOALS** to promote classroom discussion and have the students suggest reasons, in addition to those on the Information Sheet, for having a budget.
3. Have the students give examples of **necessities** and **luxuries** for their future lives.

NOTE You may want to list the wants and needs of the students on the chalkboard to reinforce how they may differ.

4. Let the students discuss the differences between necessities and luxuries and give examples from their own experiences on how wants and needs can vary from person to person.
5. Using student examples, show how it is often necessary to be flexible in life to fulfill wants and needs.
6. Discuss different ways money can be wasted and encourage students to illustrate ways they are wasteful or thrifty.
7. Discuss how individuals may or may not be comfortable in dealing with financial problems.
8. Complete **ACTIVITY SHEET 1 (V-1-10): IDENTIFY AND PRIORITIZE SPENDING GOALS.**

B. **INFORMATION SHEET 2 (V-1-11): PARTS OF A BUDGET**

1. Write the three parts of a budget (Income, Expense, and Savings) on the chalkboard, leaving space after each topic. Have the students tell what they think should make up each part and the reasons for their opinions.
2. Have the students suggest some occupations that have fixed salaries and some with assumed wages.

3. Have the students tell if their jobs are compensated by fixed income or assumed income.

4. Complete **ACTIVITY SHEET 2 (V-1-12): SETTING PERSONAL BUDGET GOALS.**

5. Show **TM 2 (V-1-13)** and explain the difference between fixed and flexible expenses.

6. Provide an example of a fixed expense and a flexible expense.

   EXAMPLE: A house payment is fixed; the cost of clothing is flexible.

7. Use **ACTIVITY SHEET 3 (V-1-14): FIXED AND FLEXIBLE EXPENSES** to promote class discussions.

8. Show **TM 3 (V-1-15): SAVINGS GOALS** and give examples of different types of goals.

   EXAMPLE: Personal, occupational, or financial

9. Have the students discuss their ideas of short- and long-term savings goals.

C. **INFORMATION SHEET 3 (V-1-16, 17, 18): GUIDELINES FOR BUDGETING**

1. Discuss the fact that all budgets have basically the same format, regardless of size.

   EXAMPLE: The federal budget is larger but is basically the same as a personal budget.

2. Discuss the effect of inflation on a person's budget. Have the students give examples.

3. Discuss the impact of credit card debt on a person's budget.

4. Show **TM 4 (V-1-19): AVOID THE DEBT TRAP!** to emphasize to students that interest on credit card purchases can quickly add up, leading to excessive debt and making it difficult to manage a budget.

NOTE

Speakers from the Consumer Credit Counseling Service have excellent information to share regarding the use of credit cards.

5. Remind students of the differences between fixed and flexible expenses.

6. Make a list of unexpected expenses, having the students add examples to the list.

7. Complete **ACTIVITY SHEET 4 (V-1-21): MONTHLY INCOME WORKSHEET** using **ACTIVITY SHEET 4 (V-1-20): ANNUAL SALARIES**. Cut out and laminate the Annual Salary Strips if possible. Allow students to draw one salary strip to be used as starting salary on ACTIVITY SHEET 4.

8. Complete **ACTIVITY SHEET 5 (V-1-22, 23): VEHICLE WORKSHEET** Point out to students that actual tax and interests will vary. The percentages used in this activity are examples. Allow students to use newspapers or other resources to select a vehicle with its price listed in order to complete this activity.

9. Complete **ACTIVITY SHEET 6 (V-1-24): HOUSING WORKSHEET.** Allow students to use newspapers or other resources to choose an apartment that will not exceed 25% of their Gross Monthly Income. Use the Gross Monthly Income calculated in ACTIVITY SHEET 4 (V-1-20).

10. Complete **ACTIVITY SHEET 7 (V-1-25): FOOD WORKSHEET.**

11. Complete **ACTIVITY SHEET 8 (V-1-26): MY PERSONAL BUDGET.**

12. Complete **ACTIVITY SHEET 9 (V-1-27): MONEY MATTERS.**

NOTE

You may want to go back and have students complete another personal budget using their chosen career.

II. Unit V-1 Test (V-1-28, 29, 30)

III. Answers to Activity Sheets and Unit V-1 Test (V-1-31, 32)

UNIT V

Module 1: *Personal Money Management*

INFORMATION SHEET 1: WHAT IS A BUDGET?

I. A Budget is a plan for adjusting expenditures to income. Rules of Budgeting:

A. Know the difference between wants and needs.

B. Put spending goals in order of importance to you.

NOTE This could be in the order of need, depending on income.

C. Set up some kind of savings goal.

NOTE It's important to try to set aside part of your income, no matter how small, in order to get in the habit of saving.

D. Think about the future and plan ahead.

E. Be flexible (be able to change if necessary).

NOTE This may be necessary if income and expenses change.

II. Reasons for a Budget

A. To help stop wasteful spending habits.

NOTE You want to make your money go as far as you can.

B. To set goals for using money.

C. To live on the money actually made.

NOTE A standard of living is established.

D. To help you set and achieve long-range spending goals.

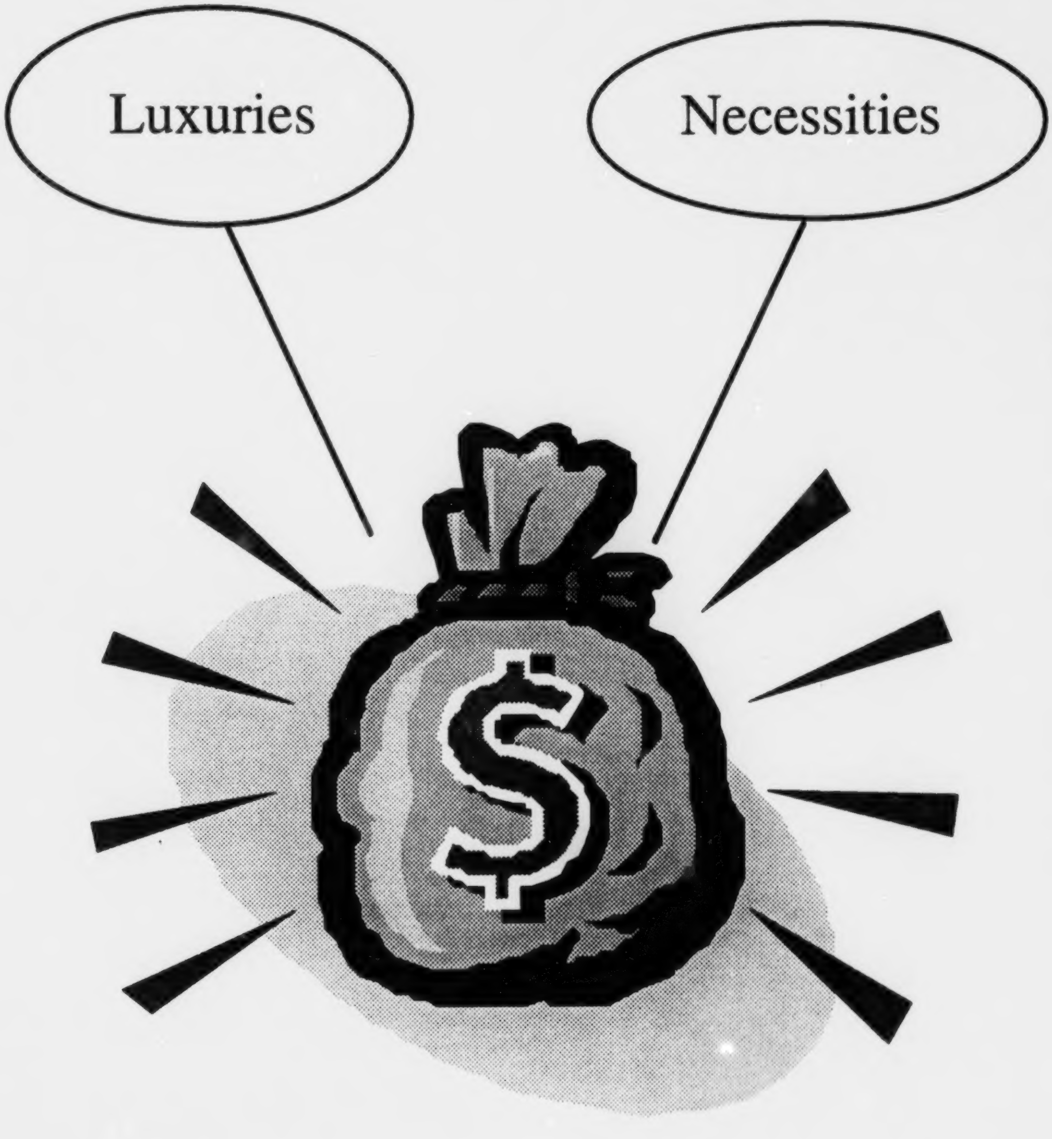
E. To learn to plan for "the present" (now) and "the future" (later).

NOTE

Helps you to know where you stand financially.

F. To help you be sure of yourself when dealing with money.

SPENDING GOALS



Luxuries

Necessities

TM 1

ACTIVITY SHEET 1: IDENTIFY AND PRIORITIZE SPENDING GOALS

DIRECTIONS: List as many necessities and luxuries as possible. Identify your top 10 priorities by placing a number 1 by the item you consider your top priority, a number 2 by the item you consider your 2nd most important priority, and so on to number 10.

NECESSITIES	LUXURIES
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

INFORMATION SHEET 2: PARTS OF A BUDGET

I. Income

  A. Fixed salary

  B. Assumed wages (what you **think** you will have)

    1. Hourly wages

    2. Commission

    3. Piece-work or number of items produced

      EXAMPLE: You are paid a certain amount for each item made. An example might be a glove factory paying you so much money for the number of pairs of gloves your machine turns out.

    4. Self-employed

II. Expenses Can Be Classified As:

  A. Fixed (stays the same; must be paid at a specific time)

  B. Flexible (varies from month to month; can be changed according to use, needs, wants, etc.)

    EXAMPLE: Water bill will go down if less water is used.

III. Savings Goals Can Be Classified As:

  A. Short-term

    EXAMPLE: Saving for something special like a piece of jewelry, clothing, or a weekend trip.

  B. Long-term

    EXAMPLE: Saving for a car, college, getting married, or a trip.

ACTIVITY SHEET 2: SETTING PERSONAL BUDGET GOALS

DIRECTIONS: List five of your goals for each area given below.

A. What are your spending goals for this year?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

B. What are your spending goals upon graduation?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

C. What are your spending goals over the next twenty years?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

FIXED EXPENSE	An expense that is set and stays the same each month (i.e., house payment).
FLEXIBLE EXPENSE	An expense that varies from month to month. Can be changed according to use, needs, wants, etc. (i.e., clothing expenses).

TM 2

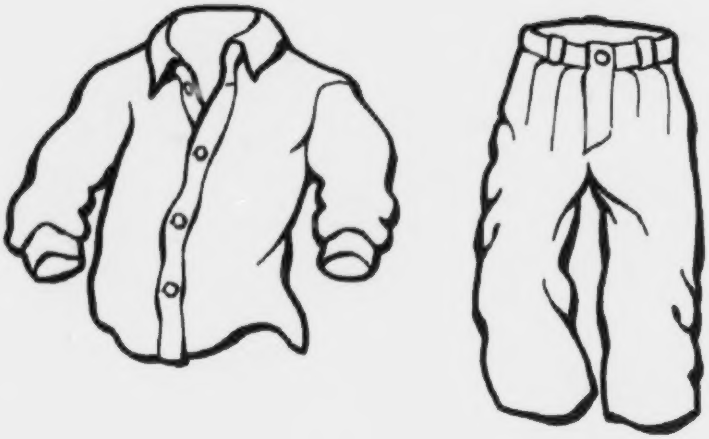
ACTIVITY SHEET 3: FIXED AND FLEXIBLE EXPENSES

DIRECTIONS: Generate a list of fixed and flexible expenses.

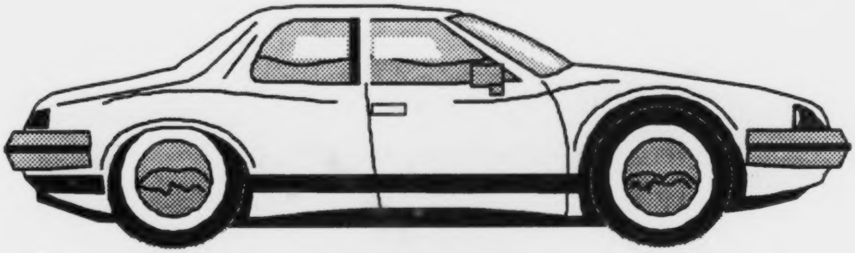
EXAMPLE: *Fixed*--car payment
Flexible--clothing

FIXED	FLEXIBLE
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________
________________	________________

SAVINGS GOALS



SHORT-TERM



LONG-TERM

301

TM 3

INFORMATION SHEET 3: GUIDELINES FOR BUDGETING

I. Keep a Budget Simple

A. Use an easy budget form.

B. Do **not** put in a lot of details.

NOTE Make sure you can understand the form you use.

II. Plan a Budget So It Can Be Changed, If Necessary

A. Allow plenty of space to "add on."

B. Remember, the cost of living is very changeable.

C. Allow for important items.

EXAMPLE: Keeping records and paying bills

III. Know Your Total Income

A. Salary or wages

B. Interest from savings

C. Payments from state or government agencies

D. Allowances

E. Tips

F. Bonuses

G. Other

NOTE Other income could be things such as the sale of personal property, money for chores or gifts, etc.

IV. Estimate What Your Total Expenses Will Include

A. Fixed expenses

1. Housing

2. Installment payments

302

3. Insurance
4. Taxes
5. Membership dues
6. Personal allowances

B. Flexible expenses

1. Food
2. Clothing
3. Transportation

NOTE Transportation does not apply to car or motorcycle payments. It covers the cost of gasoline, car repairs, bus fare and other forms of transportation.

4. Recreation and entertainment
5. Medical Care

NOTE Some medical expenses will not be covered by group insurance.

EXAMPLE: Doctors' office calls, medications and other medical expenses

6. Personal care

EXAMPLE: Barber or beauty shop, make-up and other grooming items

7. Personal expenses

EXAMPLE: Magazines, books, etc.

8. Gifts
9. Credit card payments

V. Adjust Spending to the Money That Will Be Available

A. Know what you must have.

B. Know what you can do without.

C. Prepare for unexpected expenses.

VI. Follow the Correct Steps in Setting Up a Budget

A. Estimate income

1. Know the regular sources of income.
2. Know the sources of income that might change from time to time.
3. Know exactly how much money to count on for the week or month.

B. Look at past spending habits (spending patterns)

1. Use a spending pattern to help estimate future expenses.
2. Decide what expenses must be included.
3. Determine how much time is spent on each expense.
4. Note how often bills have to be paid.

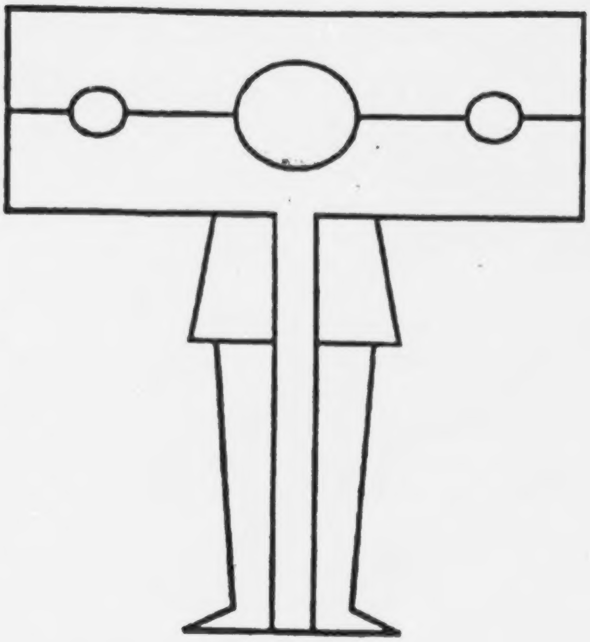
C. Estimate expenses

1. Look over the spending pattern.
2. Use the information gained from reviewing the spending pattern to decide how much to allow for each item in the upcoming week or month.

NOTE

Some items might change because of weather, time of year, etc.

Avoid The Debt Trap!



For example, you owe $2,500 and charge only an additional $25 each month at 19.8% interest. If you faithfully pay the $52 minimum each billing period, when will you be debt-free?________________

NEVER!

If you began this cycle at age 25, by 65 you'll have paid a whopping $24,960 in interest and still have a balance of $2,500 due. Just think of all the things you could have bought for $24,960! ____________

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From *Skills for Life*, Module 5D, "Managing Credit," available from the Home Economics Curriculum Center.

TM 4

ACTIVITY SHEET 4: ANNUAL SALARIES

DIRECTIONS: Cut into strips and let students draw for a starting salary to use in completing ACTIVITY SHEET 4 (V-1-20).

FAST FOOD WORKER
$9,600

BANK TELLER
$12,000

CAR SALESPERSON
$18,000

TEACHER/NURSE
$24,000

ELECTRICIAN/PLUMBER
$30,000

ACCOUNTANT/WELDER
$40,000

ARCHITECT/ENGINEER
$50,000

DOCTOR/LAWYER
$100,000

ACTIVITY SHEET 4: MONTHLY INCOME WORKSHEET

1. Starting salary for your career: $ ______________

2. Divide annual salary by 12 to get the Gross Monthly Salary

   $ ______________ / 12 = $ ______________ (A)

3. Use a current tax table to determine the amount of tax to be withheld from the Gross Monthly Salary.

   $ ______________ - $ ______________ = $ ________________ (B)

4. Calculate Social Security Tax and Medicare.
   Multiply Gross Monthly Salary by .0765

   $ ______________ x .0765 = $________________ (C)

5. Calculate your total monthly deductions.

   Withholding Tax $ ____________ (B)
   Social Security $ ____________ (C)
   Health Insurance $100

   TOTAL DEDUCTIONS = $ ________________ (D)

6. Net Monthly Income will be determined by subtracting total deductions from Gross Monthly Income.

   Gross Monthly Income (A) - Total Deductions (D) = Net Monthly Income

   $ ________________

ACTIVITY SHEET 5: VEHICLE WORKSHEET

1. Make, year, and type of vehicle ____________________

2. Price of vehicle $ ____________

3. To find the sales tax to be paid, multiply the price of the car by 8%.

$ ____________ x .08 = $ ____________

Then, add tax to the price of the car.

$ ____________ + $ ____________ = $ ____________
(TAX) (PRICE) (TOTAL COST)

4. To find the amount of interest on the vehicle, multiply the total cost by 9%.

$ ____________ x .09 = $ ____________
(TOTAL COST) (INTEREST)

5. To find the amount financed and total cost of the interest:

$ ____________ + $ ____________ = $ ____________
(TOTAL COST) (INTEREST) (AMOUNT FINANCED)

6. To find your monthly payment, divide the amount financed by 60 months.

$ ____________ / 60 = $ ____________ **(A)**
(AMOUNT FINANCED) (MONTHLY PAYMENT)

7. Insurance is required by state law and by financing institutions. Use the chart below to find your annual insurance rate.

	MALE DRIVER	**FEMALE DRIVER**
Sports Car	**$1800.00**	**$1200.00**
Truck or Van	**$1500.00**	**$1000.00**
Sedan or Compact	**$1200.00**	**$800.00**

To find your monthly insurance payment, divide the annual rate by 12.

$ ____________ / 12 = $ ____________ **(B)**
(ANNUAL RATE) (INSURANCE PAYMENT)

8. Monthly gasoline and maintenance cost = $ 75.00 **(C)**

9. Total monthly vehicle cost: add monthly payment **(A)** + insurance **(B)** + gas and maintenance **(C)**.

$ ______________ + $ ______________ + $ ______________ = $ ______________

(A) **(B)** **(C)** **(TOTAL MONTHLY VEHICLE BUDGET)**

ACTIVITY SHEET 6: HOUSING WORKSHEET

1. To find out your housing allowance, calculate 25% of your Gross Monthly Income (GMI).

   $ ______________ x .25 = $ ______________
   (GMI) (HOUSING ALLOWANCE)

2. With that amount in mind, look in newspapers, apartment guides, etc. to find a place to rent.

   That monthly amount is . . . $ ______________

3. To determine your monthly electric cost, use estimates from the chart below:

EFFICIENCY APARTMENT	$75
1 BEDROOM APARTMENT	$90
2 BEDROOM APARTMENT	$110
3 to 4 BEDROOM APARTMENT	$150
5 + BEDROOM APARTMENT	$200

   Your total = $ ______________

4. Water + sewage is $20 a month.

5. Estimate your telephone bill per month based on your desired services. Itemize your services and give total monthly cost (EX: caller I.D., call waiting, etc.).

   $ ______________

6. To find your cable cost (optional), contact your local cable company to determine your monthly rate: $ ______________

HOUSING TOTAL = $ ______________

ACTIVITY SHEET 7: FOOD WORKSHEET

DIRECTIONS: Find coupons in newspaper ads or grocery store circulars for the items in the following list. Write down the price you found for each item in the column on the right. Cut out each coupon/ad and attach it to this sheet.

GROCERY LIST:

• 4 lbs of meat (hamburger, chicken, lunch meat, etc.)	$ ________
• 1 loaf of bread	$ ________
• dozen eggs	$ ________
• 10 vegetables (canned, frozen, fresh)	$ ________
• 10 fruits (fresh, canned, juice)	$ ________
• 1 gallon milk	$ ________
• 1 box cereal	$ ________
• toilet paper	$ ________

List 5 more items of your choice:

• ____________________	$ ________
• ____________________	$ ________
• ____________________	$ ________
• ____________________	$ ________
• ____________________	$ ________

TOTAL WEEKLY COST= $ ________

Multiply by 4 to get your monthly cost. x 4

$ ________

ACTIVITY SHEET 8: MY PERSONAL BUDGET

A. Net Monthly Income (From Activity Sheet 4) $ ______________

B. Monthly Expenses

Fixed Expenses:

Rent __________
Vehicle Payment __________
Vehicle Insurance __________
Savings (Net Monthly Income x .10) __________

TOTAL FIXED EXPENSES: $ ______________

Flexible Expenses:

Utilities
    Electricity __________
    Water/Sewage/Garbage __________
    Telephone __________
Vehicle Gas and Maintenance __________
Groceries __________
Clothing __________
Credit Card Payment __________
Furniture __________
Church/Charitable Contributions __________
Entertainment __________
Miscellaneous __________

TOTAL FLEXIBLE EXPENSES: $ ______________

C. Net Income minus total fixed and flexible expenses = $ ______________

ACTIVITY SHEET 9: MONEY MATTERS

DIRECTIONS: Use information gained from printed material, guest speakers, computer programs, and/or on-line sources to complete the following table.

Job Titles	**Annual Salaries**
Jobs that do not require a high school diploma	
1. ______________________________	____________
2. ______________________________	____________
3. ______________________________	____________
Jobs that require only a high school diploma	
1. ______________________________	____________
2. ______________________________	____________
3. ______________________________	____________
Jobs that require an associate's degree or technical training	
1. ______________________________	____________
2. ______________________________	____________
3. ______________________________	____________
Jobs that require a four-year degree	
1. ______________________________	____________
2. ______________________________	____________
3. ______________________________	____________
Jobs that require an advanced degree	
1. ______________________________	____________
2. ______________________________	____________
3. ______________________________	____________

Compare the above salaries to the budget you completed in Activity 8. Based on the budget you set, which jobs would best suit your needs? What conclusions can you make about the information you have listed?

UNIT V-1 TEST

A. Read the statements below. Put an "**A**" in the blank if it applies to the **rules** of budgeting and a "**B**" in the blank if it applies to **reasons** for using a budget.

_____ 1. Set up some type of savings goal.

_____ 2. A budget forces you to set goals for using money.

_____ 3. Be flexible.

_____ 4. Put your spending goals in order of importance to you.

_____ 5. A budget makes you live on the money you actually make.

_____ 6. A budget helps you to have confidence in yourself when dealing with financial problems.

_____ 7. Think about the future and plan ahead.

_____ 8. A budget helps stop wasteful spending habits.

_____ 9. Know the difference between wants and needs.

_____10. A budget helps you be sure of yourself when dealing with money.

B. List the following parts of a budget under the proper heading using the terms provided.

Fixed salary **Long-term savings goal**

Short-term savings goals **Fixed expenses**

Flexible expenses **Assumed wages**

1. Income

a. ______________________________

b. ______________________________

2. Expenses

a. ______________________________

b. ______________________________

3. Savings goals

a. ______________________________

b. ______________________________

C. Choose the correct word or term to complete each statement by writing the correct answer in the blank.

1. Keep your budget ____________________.
simple hard up

2. Make sure your budget is ____________________.
in the red adjustable forgotten

3. Know total ____________________.
interest tips income

4. Housing would be a ____________________ expense.
fixed flexible cheap

5. Clothing would be a ____________________ expense.
fixed flexible high

6. Adjust spending to ____________________ available.
time merchandise money

D. Answer the following statements about budgets True or False by placing a "T" for True and an "F" for False in the space provided.

_____ 1. Knowing your total income can help you set up your budget.

_____ 2. Sources of income never change.

_____ 3. Your budget should be planned so that it can be changed.

_____ 4. Your spending pattern will help you figure future expenses.

_____ 5. You will not find out what expenses you have with a spending pattern.

_____ 6. You will see how often expenses have to be paid with a spending pattern.

_____ 7. Housing is a flexible expense.

_____ 8. Spending must be adjusted to the money available.

_____ 9. Transportation is a fixed expense.

UNIT V

Module 1: *Personal Money Management*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Discuss/evaluate together as a class. Some priorities may vary, but responsibility in important commitments should be stressed. Help students differentiate between luxuries (wants) and necessities (needs).

ACTIVITY SHEET 2

Answers will vary.

ACTIVITY SHEETS 3-9

Evaluated to the satisfaction of the teacher. Teacher should double-check the students' monetary calculations for accuracy.

UNIT V-1
ANSWERS TO UNIT TEST

A.

1.	A	6.	B
2.	B	7.	A
3.	A	8.	B
4.	A	9.	A
5.	B	10.	B

B.

1. Income
   a. Fixed salary
   b. Assumed wages
2. Expenses
   a. Fixed expenses
   b. Flexible expenses
3. Savings Goals
   a. Short-term savings goals
   b. Long-term savings goals

C.

1. simple
2. adjustable
3. income
4. fixed
5. flexible
6. money

D.

1. T
2. F
3. T
4. T
5. F
6. T
7. F
8. T
9. F

TEACHER PREPARATION

UNIT VI

Module 1: *Setting Goals*

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (VI-1-7)
2 (VI-1-11, 12)

ACTIVITY SHEETS:
1 (VI-1-10)
2 (VI-1-13)
3 (VI-1-15, 16)
4 (VI-1-17, 18)
5 (VI-1-19)
6 (VI-1-21)
7 (VI-1-22)

UNIT VI-1 TEST (VI-1-23, 24, 25)

Make Transparencies of:

- TM 1 (VI-1-8)
- TM 2 (VI-1-9)
- TM 3 (VI-1-14)
- TM 4 (VI-1-20)

Each Student Will Need:

- for ACTIVITY SHEET 2 (VI-1-13): *magnet strips, poster board or construction paper, markers*
- for ACTIVITY SHEET 6 (VI-1-21): *paper*

UNIT VI
Module 1: *Setting Goals*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET I (VI-1-7): TERMS AND DEFINITIONS**

1. Discuss terms and definitions.

2. USE **TM 1 (VI-1-8): WHAT IS A GOAL**? and **TM 2 (VI-1-9): TWO TYPES OF GOALS** to reinforce the learning of the definitions.

3. Use **ACTIVITY SHEET 1 (VI-1-10): UNSCRAMBLING TERMS** to reinforce this area of instruction.

B. **INFORMATION SHEET 2 (VI-1-11, 12): LEARNING ABOUT GOALS**

1. To help students differentiate between short- and long-range goals, have them complete **ACTIVITY SHEET 2 (VI-1-13): MY SHORT-RANGE GOALS.**

2. Discuss the importance of setting goals. Show **TM 3 (VI-1-14): GOALS GIVE YOU CONTROL RATHER THAN LEAVING THINGS TO CHANCE.**

3. So that students can better understand the steps in reaching goals:

   a. Lead a discussion by having one student state a goal and have the class state specific behaviors that must be accomplished before reaching the goal.

   b. Have students complete **ACTIVITY SHEET 3 (VI-1-15, 16): BREAKING YOUR GOALS INTO SPECIFIC BEHAVIORS.**

4. For students to begin thinking of planning their life goals, have them complete **ACTIVITY SHEET 4 (VI-1-17, 18): DREAMS CAN COME TRUE.** Because of the difference in the structure of this activity, read and complete the following directions:

a. Give students the Activity Sheet and have them read the directions.

b. Explain that they are not to complete the activity until you give them instructions to do so.

c. Have the students close their eyes and listen carefully to your voice. Stress that there will be no talking.

d. Begin by telling them to imagine themselves fifteen years from now (pause 10 seconds).

e. "Imagine that it is Friday morning and your alarm is going off. You reach for it, turn it off, get out of bed, and begin to get ready for work" (pause 20 seconds).

f. "It is now time for you to go to work. How do you get to work? Do you drive? Walk? Take a bus?" (pause 20 seconds).

g. "What do you see as you travel to work? How far is it to your work place?" (pause 20 seconds).

h. "You are now at work. Imagine your work day. What does your place of work look like? Is it an office? Do you work outdoors? What is your job? Do you work alone or with others?" (pause 30 seconds).

i. "Your work day is coming to an end. What time of day is it? Are you tired? Did you enjoy your day?" (pause 20 seconds).

j. "It is now evening and you are home. Do you live alone? Do you have children? How are you spending your evening?" (Pause 20 seconds).

k. "It is now Saturday morning. You wake up. What time of day is it? Imagine your day off. What are you doing? Are you enjoying yourself? Are you indoors or outdoors? Are you alone?" (pause 30 seconds).

l. Have the students slowly open their eyes. Without any discussion, have the students complete **ACTIVITY SHEET 4 (VI-1-17, 18): DREAMS CAN COME TRUE.**

m. When students have completed the Activity Sheet, have those students who are willing to share their answers do so.

n. Have the students complete **ACTIVITY SHEET 5 (VI-1-19): PLANNING YOUR LIFE GOALS.**

o. Show **TM 4 (VI-1-20): THINGS TO REMEMBER** to reinforce how to set goals that are achievable.

p. To help students assess their goals, have them complete:
   (1) **ACTIVITY SHEET 6 (VI-1-21): RATING YOUR LIFE GOALS**
   (2) **ACTIVITY SHEET 7 (VI-1-22): A GOAL ASSESSMENT**

q. Stress the fact that when setting career goals, the students should make sure the career goals don't conflict with their personal goals.

II. Unit VI-1 Test (VI-1-23, 24, 25)

III. Answers to Activity Sheets and Unit VI-1 Test (VI-1-27, 28)

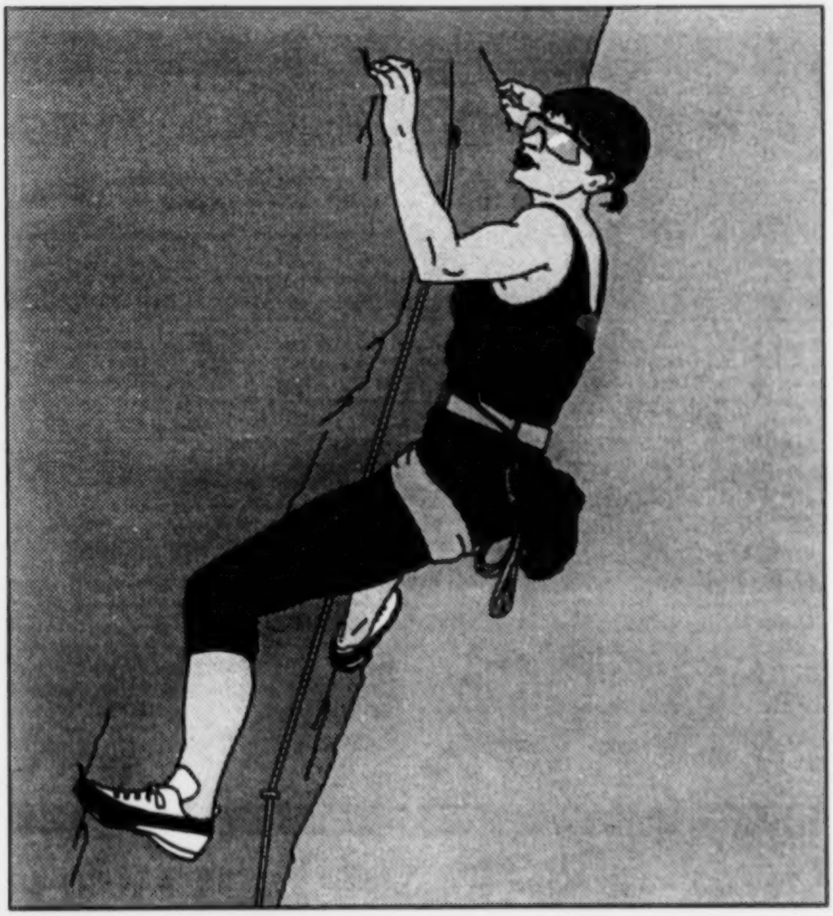
UNIT VI
Module 1: *Setting Goals*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

GOAL	something you intend to do; the end that you strive for
LONG-RANGE GOAL	something you intend to do which can be done in a time period ranging from one year through a lifetime
SHORT-RANGE GOAL	something you intend to do which can be done in a time period of one year or less
SPECIFIC BEHAVIORS	those things you can do to reach a goal
REALISTIC	facing facts as they really are; those things that can be done

WHAT IS A GOAL?

A Goal is something you intend to do --the end that you strive for.



TM 1

BEST COPY AVAILABLE

TWO TYPES OF GOALS:

Short-range goal	Something you intend to do which can be done in a time period of one year or less.
Long-range goal	Something you intend to do which can be done in a time period ranging from one year through a lifetime.

TM 2

ACTIVITY SHEET 1: UNSCRAMBLING TERMS

DIRECTIONS: Unscramble the following words using the five words in INFORMATION SHEET 1.

1. Something you intend to do which can be done in a time period ranging from the present moment up to one year.

   trhos enarg loag ______________________________

2. Something you intend to do; the end that you strive to obtain.

   loga _____________________

3. Something you wish to do which can be done in a time period ranging from one year up to a lifetime.

   gnol enarg loga ______________________________

4. Those things you can do to reach a goal.

   icfciesp ehbvaoirs ______________________________

5. Facing facts as they really are; those things that can be done.

   arlesiitc _________________________

INFORMATION SHEET 2: LEARNING ABOUT GOALS

I. What Is a Goal?

- A. A goal is something that you intend to do.
- B. It may be a need, want, or desire that you have.

II. There Can Be Two Types of Goals

- A. Short-range goals.
- B. Long-range goals.

III. Reasons for Setting Goals

- A. Clarifies your needs, wants, and desires.
- B. Gives you control, rather than leaving the things that happen to you to chance.
- C. Gives your life direction.
- D. Gives you something to look forward to.
- E. Helps you plan your career and personal life.

IV. Steps for Reaching Goals

- A. Decide what it is that you want, need, or desire.
- B. Think of what you want in terms of specific behaviors.
  EXAMPLE: I want to be the first person to live on the moon for a year.
- C. State your goal by using action verbs.
- D. Think of those things you can do to help you reach the goal you set (specific behaviors).
- E. Arrange the specific behaviors needed to reach your goal into the order in which they need to be completed.
- F. Assign a reasonable time for the goal to be reached.
- G. Decide whether your goal was reached as you planned it to be.

V. Things to Remember about Setting Goals

- A. Setting goals that are unreachable will only make you lose your motivation for reaching other goals.
  EXAMPLE: A six-year old boy stating that he will be a multi-millionaire by the time he is eight.
- B. Setting too many goals may make you confused.
- C. Set realistic limits for achieving goals.
- D. Revise and update your goals as your needs, wants, and desires change.

VI. Setting Career Goals

A. For a happier life, your career goals should be matched to the personal goals you have set.

1. You should know what type of lifestyle you want.
   a. Where you want to live
   b. The amount of money you wish to have for both wants and needs
   c. The amount of hours you want to have for leisure

EXAMPLE: Theresa's personal goal is to spend as much time as possible with her family; her career goal is to be a doctor. Knowing what you do about the hours a doctor works, would Theresa's personal and career goals match?

2. You should know if lasting relationships are important to you.

EXAMPLE: A career that requires you to move often will have an effect on your friendships, even though you may make new friends.

B. Your career goals should be realistic.

EXAMPLE: Pretend that you are a counselor at Big C High School. Joe Brown tells you that he wants to be a physician. He has taken all the the science and health classes Big C High School has to offer. Although Joe has done his best in his classes, he has not made any grade higher than a C. Would you advise Joe to become a physician?

ACTIVITY SHEET 2: MY SHORT-RANGE GOALS

DIRECTIONS: List five of your short-range goals for each of the following categories.

A. **SCHOOL**

1.
2.
3.
4.
5.

B. **PERSONAL**

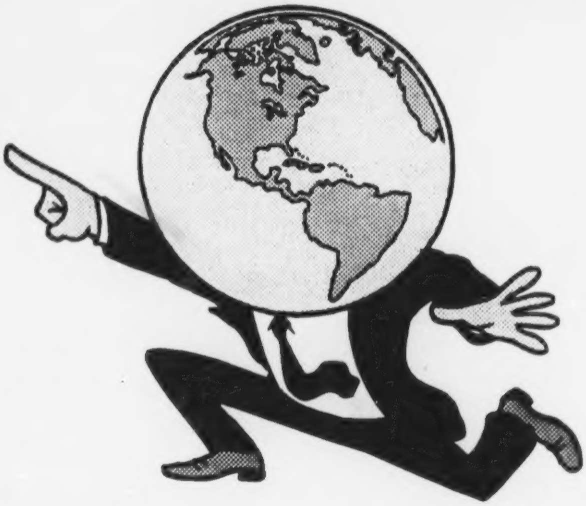
1.
2.
3.
4.
5.

C. **FINANCIAL**

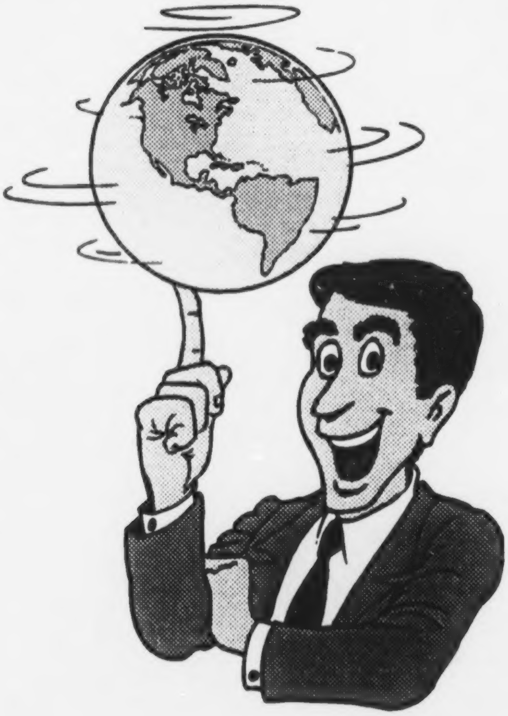
1.
2.
3.
4.
5.

TO HELP KEEP YOUR GOALS IN FOCUS, CREATE A LOCKER POSTER TO LOOK AT EVERY DAY!

GOALS GIVE YOU CONTROL RATHER THAN LEAVING THINGS TO CHANCE



Chance . . .



Control . . .

TM 3

ACTIVITY SHEET 3: BREAKING YOUR GOALS INTO SPECIFIC BEHAVIORS

DIRECTIONS: Choose two of your short range goals from each of the three categories in ACTIVITY SHEET 2. Generate a list of five specific behaviors to help you reach each goal.

I. School

A. Goal One: ______________________________

1.
2.
3.
4.
5.

B. Goal Two: ______________________________

1.
2.
3.
4.
5.

II. Personal

A. Goal One: ______________________________

1.
2.
3.
4.
5.

B. Goal Two: ______________________________

1.
2.
3.
4.
5.

III. Financial

A. Goal One: ________________________________

1.
2.
3.
4.
5.

B. Goal Two: ________________________________

1.
2.
3.
4.
5.

ACTIVITY SHEET 4: DREAMS CAN COME TRUE

DIRECTIONS: Yes, daydreaming can help you set goals. Do you ever imagine what your life will be like in 10 or 20 years? Follow your teacher's instructions closely. Do not begin until your teacher tells you what to do.

1. In what kind of place were you living (apartment, wood or brick home, condominium, etc.)?

2. What did your home look like?

3. What kind of clothes were you wearing?

4. Did you live in a rural area, small city, or a large city?

5. Did you have any children? If so, how many?

6. If you were married, what did your husband/wife look like?

7. What kind of transportation did you use to get to work (car, motorcycle, etc.)? Describe what it looked like.

8. Where were you working (office, outdoors, at home, etc.)?

9. What was your career? What did your job consist of?

10. How did you spend your day off?

11. Were you happy with your life? Why or why not?

12. Was your life as you thought it would be? Why or why not?

334

ACTIVITY SHEET 5: PLANNING YOUR LIFE GOALS

DIRECTIONS: By stating your goals for the future, you will begin to develop ideas concerning your career plans. By having your goals clearly in mind, you can decide how important each of these goals is to you. By setting goals, you also begin to plan steps for achieving them. Write your own goals for each of the following categories:

A. **Work Goals**—What kind of work do you want to do? Name specific career areas or names of occupations.

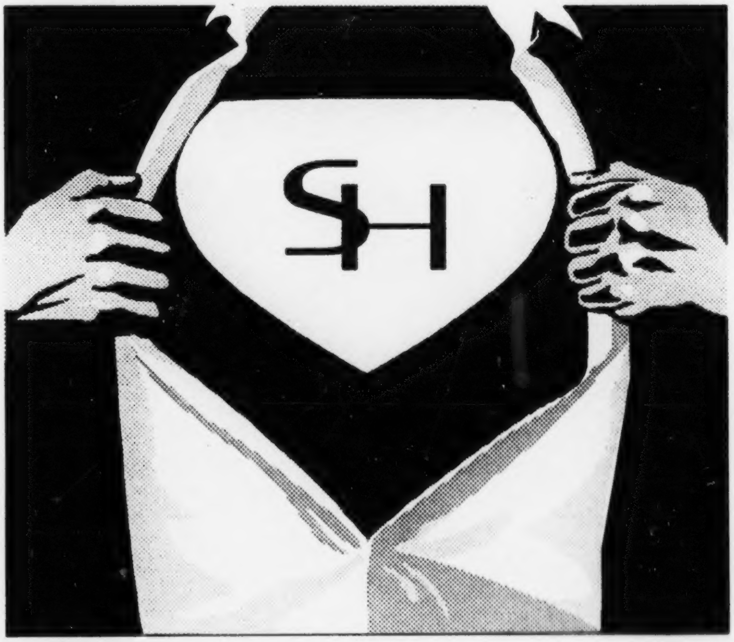
B. **Personal Relationship Goals**—What kind of relationships do you want with your friends, parents, co-workers, and others? For example, do you want to be married, to have children? How many close friends do you want?

C. **Non-Work Goals**—What types of free time activities do you want to pursue? What interests do you want to develop? What kinds of vacations do you want to take?

D. **Learning Goals**—What would you like to know more about? What skills do you want to develop?

THINGS TO REMEMBER!

- ✗ *Setting goals that are unreachable will only make you lose your motivation for reaching other goals.*
- ✗ *Setting too many goals may make you confused.*
- ✗ *Set realistic limits for achieving goals.*
- ✗ *Revise and update your goals as your needs, wants, and desires change.*



"Don't try to be SUPER-human!"

TM 4

ACTIVITY SHEET 6: RATING YOUR LIFE GOALS

DIRECTIONS: This activity will have you compare your goals so that you can become aware of conflicts which may exist.

1. On another sheet of paper make a chart with the following divisions:

GOALS	**DIFFICULTY**

2. Rank in order those goals completed in ACTIVITY SHEET 5. The most important would be #1 on your chart.

3. Now that you have finished writing your goals in the order of their importance to you, go back and rate the DIFFICULTY of achieving each of your goals according to the following scale:

   3—I will have to work very hard to reach this goal.
   2—I can reach this goal if I work at it.
   1—I can reach this goal fairly easily.

4. Below your chart explain briefly why some of your goals conflict.

5. Share some of your goal conflicts. Others may make suggestions about how the conflicts can be resolved. Some guidelines which you may consider are:

   Which of the conflicting goals is most important?

   Which of the conflicting goals will be more difficult to achieve?

   Can one of the conflicting goals be changed to reduce the conflict?

   What can you do now to move toward your goals?

   Who can help you?

ACTIVITY SHEET 7: A GOAL ASSESSMENT

DIRECTIONS: This activity's purpose is to help you re-examine the goals that you set in ACTIVITY SHEET 5.

To help you re-examine your goals that you set in ACTIVITY SHEET 5, follow these directions:

Look at each goal that you wrote, then answer the following questions:

1. Is each goal specific enough to permit planning for how it will be met?

2. Do your career and personal goals match? If not, which one are you willing to change, or can you live with the difference?

3. Is each goal realistic? Can this goal be reached in the time period that you wish?

4. Do your goals conflict with each other? If so, how?

5. Can the conflicts be solved?

If your goals require changes after answering the above questions, do so at the bottom, or on the back, of this page.

UNIT VI-1 TEST

A. Complete the following statements with the most correct word from the list below.

long-range goal **short-range goal**

goal **realistic**

specific behaviors

1. Bill wants to be a doctor. This is an example of a(n) ______________________________.
2. In ten years, Tammy will have finished her education and training and will be working as a court reporter. This is an example of what type of goal? ______________________________.
3. Jose has decided that he will make an A in English on his next six weeks' report card. This is an example of what type of goal? ______________________________.
4. Brandy has always made straight A's in her classes. Her goal is to graduate in the top ten percent of her class. This is an example of what type of goal? ______________________________.
5. Whitney wants to go to the dance Saturday night. She knows that she must ask her parents' permission to attend, she must buy a new dress, and she must arrange for someone to take her to the dance. These things that must be accomplished in order for Whitney to reach her goal are called ______________________________.

B. Answer the following statements True or False by placing a "T" for True or an "F" for False in the space at the left.

___1. The first step in reaching your goals is to decide what you want, need, or desire.

___2. One reason for setting goals is to give you direction in life, rather than leaving everything to chance.

___3. Setting goals that are unreachable will not make you lose motivation for reaching other goals in the future.

___4. You can never set too many goals.

___5. You should state your goals by using action verbs.

___6. You should think of specific behaviors you can do to help you achieve your goals.

___7. Once you set goals, you should not revise or update them.

___8. A reasonable time for the goal to be reached should be assigned.

___9. Career goals do not need to match your personal goals as they are two separate parts of your life.

___10. You should know what type of lifestyle you want in order to match personal and career goals.

C. State three short-range goals that you have set for yourself.

1.

2.

3.

D. State two long-range goals that you have set for yourself.

1.

2.

E. Explain why personal goals should be matched to career choices for a happier life.

UNIT VI
Module 1: *Setting Goals*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. short-range goal
2. goal
3. long-range goal
4. specific behaviors
5. realistic

ACTIVITY SHEETS 2-7

Evaluated to the satisfaction of the teacher.

UNIT VI-1
ANSWERS TO UNIT TEST

A.

1. goal
2. long-range goal
3. short-range goal
4. realistic
5. specific behaviors

B.

1. T
2. T
3. F
4. F
5. T
6. T
7. F
8. T
9. F
10. T

C-E.

Evaluated to the satisfaction of the teacher.

TEACHER PREPARATION

UNIT VI

Module 2: *Decision Making*

Copy One Per Student (if desired):

INFORMATION SHEETS:

1 (VI-2-7)
2 (VI-2-10, 11)
3 (VI-2-20, 21)

ACTIVITY SHEETS:

1 (VI-2-9)
2 (VI-2-13)
3 (VI-2-15)
4 (VI-2-17)
5 (VI-2-18)
6 (VI-2-28)
7 (VI-2-29, 30)
8 (VI-2-31, 32, 33)
9 (VI-2-34, 35)
10 (VI-2-36)
11 (VI-2-37)
12 (VI-2-38)

UNIT VI-2 TEST (VI-2-39, 40, 41)

Make Transparencies of:

- TM 1 (VI-2-8)
- TM 2 (VI-2-12)
- TM 3 (VI-2-14)
- TM 4 (VI-2-16)
- TM 5 (VI-2-19)
- TM 6 (VI-2-22)
- TM 7 (VI-2-23)
- TM 8 (VI-2-24)
- TM 9 (VI-2-25)
- TM 10 (VI-2-26)
- TM 11 (VI-2-27)

344

UNIT VI

Module 2: *Decision Making*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VI-2-7): TERMS AND DEFINITIONS**

1. Go over the terms and definitions with the students.

2. Use **TM 1 (VI-2-8): DECISION MAKING IS...** to reinforce the definition of the term **decision making**.

3. Have the students complete **ACTIVITY SHEET 1 (VI-2-9): DECISION MAKING WORD FIND** to reinforce this area of instruction.

B. **INFORMATION SHEET 2 (VI-2-10, 11): DECISION MAKING--IT CAN HELP YOU SOLVE YOUR PROBLEMS**

1. Reinforce the fact that decision making must be practiced to be learned by showing **TM 2 (VI-2-12): DECISION MAKING MUST BE PRACTICED TO BE LEARNED.**

2. Have students complete **ACTIVITY SHEET 2 (VI-2-13): RATING YOUR PROBLEM-SOLVING SKILLS** so that they may understand their knowledge of the decision-making process prior to completing this unit. Have students check their own papers during class discussion. Use the responses on the Teacher Answer Key to help guide this discussion.

NOTE

This activity may also be used as a post-test measure of the mastery of the objectives of this unit.

3. Ask students if they have thought of soliciting input from others in making decisions.

4. Ask for their opinion of doing so.

5. To reinforce that input from others is helpful in making decisions, show **TM 3 (VI-2-14): OTHERS CAN HELP YOU MAKE DECISIONS.**

6. Have students complete **ACTIVITY SHEET 3 (VI-2-15): OTHERS CAN HELP** so that they will understand that others can often think of solutions to problems that they may never have considered.

7. To reinforce the fact that every decision contains an element of risk, have the students view **TM 4 (VI-2-16): EVERY DECISION YOU MAKE CAN BE RISKY.**

8. Explain that people handle risk in different ways; to prove this point, have the students complete **ACTIVITY SHEET 4 (VI-2-17): HOW DO YOU HANDLE RISK?**

9. Tell students that making decisions is not something new that they will be learning; they have already made several decisions today; such as what to wear to school, what they had or will have for lunch, which route to take to come to your room, etc.

10. So that students will understand that they are already making decisions, have them complete **ACTIVITY SHEET 5 (VI-2-18): DECISIONS–YOU MAKE THEM ALL THE TIME.**

11. Make sure that students understand that learning the decision-making process will not assure them of making the best decision every time, but that it does reduce considerably the chances of making the wrong decision.

12. Explain that most people make decisions based on emotions, rather than thinking them out and considering the consequences.

13. Have students cite examples of decisions they have made based on anger, jealousy, fear of rejection, etc. and the consequences of doing so.

14. Explain to the students that most of the decisions that they have made up to now most likely will not have a long-lasting effect on their lives, but that soon very important decisions must be made concerning the courses they will take in high school, the careers they wish to pursue, and the education and/or training that will best prepare them for their careers.

15. Show **TM 5 (VI-2-19): IMPORTANT DECISIONS WILL NEED TO BE MADE SOON** to reinforce this fact.

16. Cite examples of decisions that you will make over the next five years.

17. Stress the fact that decisions made concerning their futures must be made only after careful thought and planning and must not be made based on emotions.

C. **INFORMATION SHEET 3 (VI-2-20, 21): STEPS FOR MAKING A DECISION**

1. Go over the Information Sheet with the students.

2. Show **TM 6 (VI-2-22): STEPS TO DECISION MAKING** to reinforce this area of instruction.

3. Use the series of transparencies: **TMs-7, 8, 9, 10, and 11 (VI-2-23, 24, 25, 26, 27)** to clarify the decision-making process; have students follow the steps as they are presented in the Information Sheet as you show and discuss the transparencies.

4. So that students may receive practice in stating problems, have them complete **ACTIVITY SHEET 6 (VI-2-28): WHAT IS RHONDA'S PROBLEM?**

5. To give students practice in both brainstorming solutions and in evaluating the solutions, have them complete **ACTIVITY SHEET 7 (VI-2-29, 30): HELP RHONDA SOLVE HER PROBLEM.**

6. So that students will understand the importance of gathering information related to a problem before making a decision, have them complete **ACTIVITY SHEET 8 (VI-2-31, 32, 33): RECOGNIZING THE IMPORTANCE OF GATHERING INFORMATION.**

7. **ACTIVITY SHEET 9 (VI-2-34, 35): HELPING ALICIA MAKE A DECISION** helps students to evaluate possible solutions to problems.

8. To give students practice in making decisions concerning educational planning, have students complete **ACTIVITY SHEET 10 (VI-2-36): ANN AND BECKY** and **ACTIVITY SHEET 11 (VI-2-37): JOHN'S PROBLEM.**

9. So that students can show that they understand the decision-making process and that they can apply this process to making decisions concerning their personal and/or career problems, have them complete **ACTIVITY SHEET 12 (VI-2-38): MAKING MY OWN DECISIONS.**

II. Unit VI-2 Test (VI-2-39, 40, 41)

III. Answers to Activity Sheets and Unit VI-2 Test (VI-2-43, 44, 45)

UNIT VI
Module 2: *Decision Making*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

BRAINSTORM	thinking of all possible solutions to a problem
CONFLICT	a clash or sharp disagreement, as of interests or ideas
DECISION MAKING	the process of finding a way to solve a problem
EMOTIONS	any particular feelings, such as love, hate, joy, fear, jealousy; used in a way in which you react to something without careful thinking
EVALUATION	to find or try to find the value or worth of something
LOGIC	sound thinking
MATURITY	the condition of being fully grown
MINIMAL	smallest or least possible
PRESTIGE	fame or respect that comes from doing great things; having good character, wealth, success, etc.
STRATEGY	a careful plan or method used to reach a goal

TM 1

DECISION MAKING IS . . .

The process of finding a way to solve a problem.

ACTIVITY SHEET 1: DECISION MAKING WORD FIND

DIRECTIONS: Complete each sentence using one of the following words and then locate the word in the Word Find by drawing a line through it.

Strategy
Minimal
Evaluation
Prestige
Brainstorm
Emotions
Logic
Conflict
Decision
Maturity

```
A B D T R G I O P W E R Q U E O T V K L
V B E D T Y O M B H J S E Q I N X S Z O
D E P R E S T I G E I O T E B J W B W P
T Y O P V W B I O M Q P I M E F V R U C
W A B H A P C V B O X V F T W I N A N S
Q I O D L Z H I E T W I H O E N G I S R
H J K O U S T R M I N I M A L E W N O T
X B G I A F O B X O P L K M E O U S C V
K O P L T W E N V N K T Y I N K E T B N
G I B O I M D I D S T R A T E G Y O D O
E W Q I O C B H G S N E I O U D R R W I
D O C U N S K I G O T K E L D M B M D P
D I B O K R I G I B H E T I U A E Y I B
G I O J N E D S U P E V B M W T E I O N
D G I B L F I D T Y I O P M D U W R I T
C X Y Z G C L O G I C T O M G R X H P E
K I H G E R E I S I G F W A D I B C V W
R I G D W O I U C R O Y T X V T H D I C
W O U Y E V B G T T W I O T O Y E B I U
D S I O U N C B H G I D E S I U H Y U M
```

1. To ______________ something is to think of all possible solutions to the problem.

2. The smallest or least possible is the ________________.

3. A ______________ is a clash or sharp disagreement, as of interests or ideas.

4. Sound thinking is ____________________.

5. ____________________ are any particular feelings, such as love, hate, joy, fear, jealousy; used in a way in which you react to something without careful thinking.

6. Fame or respect that comes from doing great things; having good character, wealth, success, etc. is ____________________.

7. The process of finding a way to solve a problem is ________________ making.

8. ____________________ is the condition of being fully grown.

9. ____________________ is a careful plan or method used to reach a goal.

10. ____________________ is to find or try to find the value or worth of something.

INFORMATION SHEET 2: DECISION MAKING--IT CAN HELP YOU SOLVE YOUR PROBLEMS

I. What Is Decision Making?

  A. It is the process of finding a way to solve a problem.

  B. Careful decision making can be used to help you reach your goals.

II. Facts about Decision Making

  A. The process of decision making can be taught, but it must be practiced to be learned.

  B. Few decisions need to be made by you alone—input from other sources is always helpful.

    1. Check books and other printed materials for answers to problems that are similar to yours.

    2. Ask your parents for advice.

    3. Ask your teachers for their advice.

    4. Ask your counselor for his/her input.

    5. Ask your friends what they would do if they were faced with your problem.

  C. Every decision contains risk—there is no guarantee that it is the "right" one.

  D. Few decisions are either good or bad; some will come nearer to solving your problems than others.

  E. You have already made several decisions today.

III. Why You Need to Learn the Decision-Making Process

  A. Learning the decision-making process does not erase the degree of risk, but it does reduce the chance of making a decision that will not solve your problem.

  B. Most decisions are made based on **emotions**, rather than **thought**.

  C. You can take control of your life—rather than letting your problems solve themselves.

D. You can build your self-confidence by knowing you have thought of several possible ways to solve your problems and have chosen the one you felt was best.

NOTE

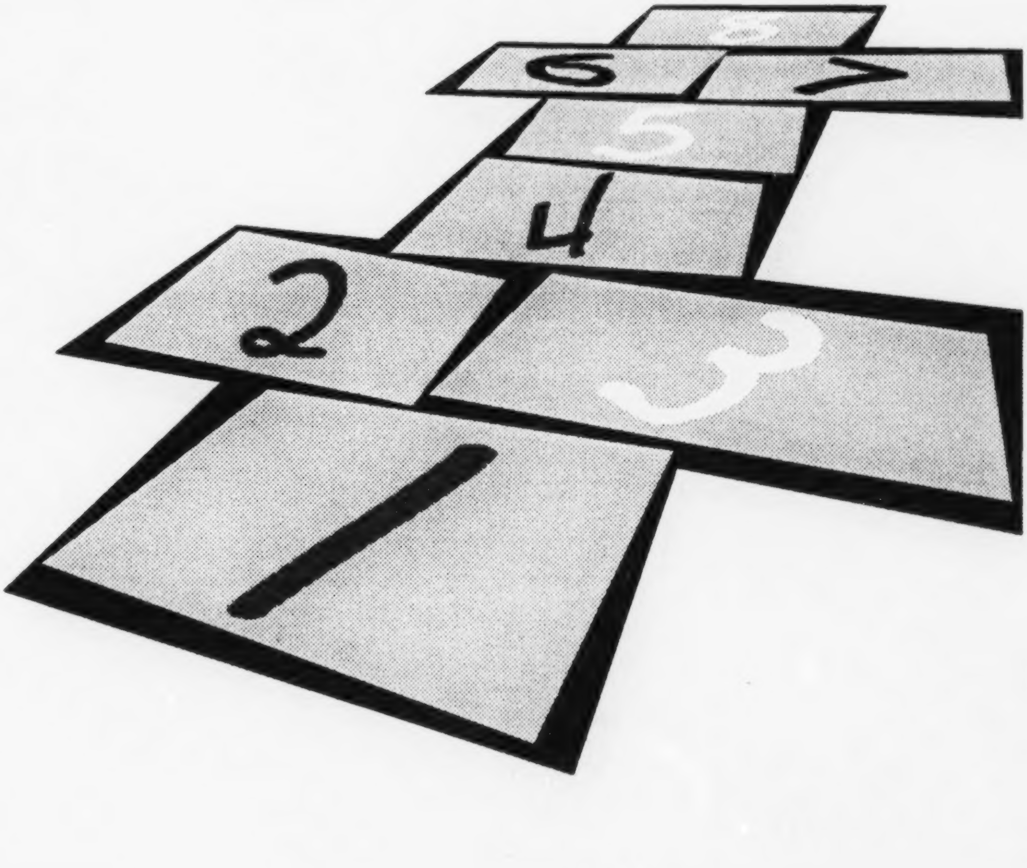
Most people do not want to make decisions because they fear failure and/or change.

E. The key measure of maturity is the ability to make decisions and accept the outcome, good or bad, without shifting the blame to others.

F. Decisions that will affect your life in an important way must be made very soon.

1. You will have to decide what courses to take in high school.
2. You will need to make decisions about what career to pursue and what type of education/training will best prepare you for it.

DECISION MAKING MUST BE PRACTICED TO BE LEARNED



TM 2

ACTIVITY SHEET 2: RATING YOUR PROBLEM-SOLVING SKILLS

DIRECTIONS: This quiz will help you rate your problem-solving skills. Read each sentence and then circle either "T" (True) or "F" (False). Remember to be honest with yourself!

T F 1. The ability to solve problems is something you are born with; you either have it or you don't.

T F 2. Every problem has one good solution.

T F 3. When solving a problem, I usually try my first idea.

T F 4. The best approach to a problem is to put it in the form of a question.

T F 5. One thing that can make a problem more difficult to solve is not understanding the problem.

T F 6. It is usually a good idea to try to solve a problem as quickly as possible.

T F 7. Solving problems involves mostly trial and error.

T F 8. When solving a problem, I usually try to think of all the ideas I can before choosing one.

T F 9. Once you figure out a solution to a problem, you are finished solving your problem.

T F 10. When I have a difficult problem to solve, I like to get other people's ideas before making a decision.

T F 11. When I have a problem, I try to find out as much as I can about the problem before trying to solve it.

T F 12. If a person stops thinking about a problem for awhile, the mind keeps on working on the problem.

T F 13. When I try to solve a problem, I am often surprised at the results of the solution I chose.

T F 14. When trying to solve a problem, I try to make all my ideas as practical as possible.

T F 15. When solving a problem, I usually try to figure out what the results of my solution will be.

OTHERS CAN HELP YOU MAKE DECISIONS . . .

Counselors

Parents

-2 ± √2² - 4
x = b/2 ± √(b²/4a - 4/4a)

Teachers

356

TM 3

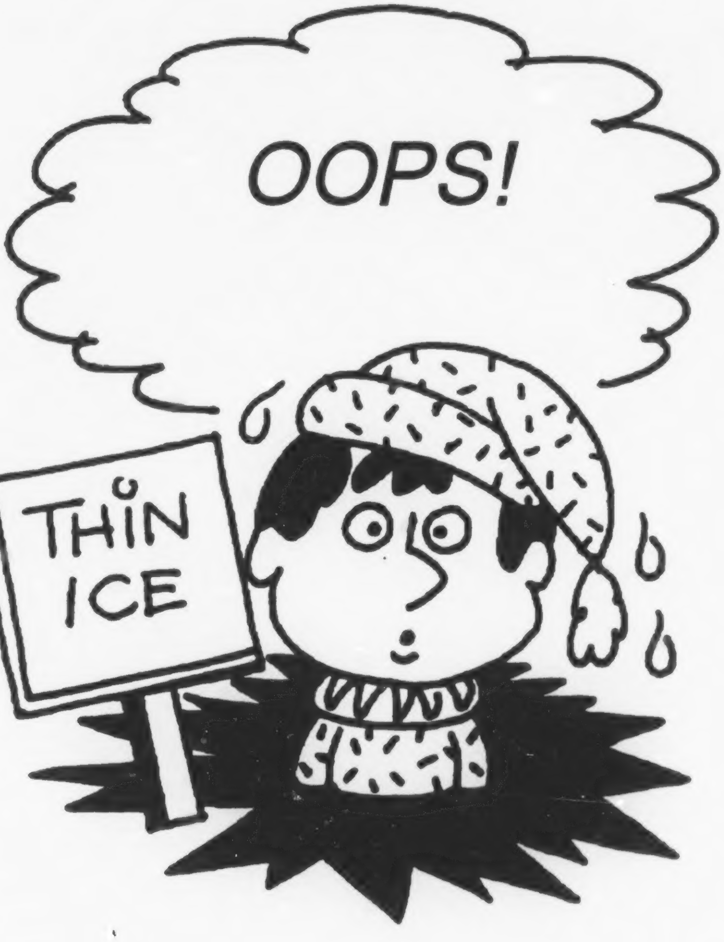
ACTIVITY SHEET 3: OTHERS CAN HELP

DIRECTIONS: The purpose of this activity is to prove how helpful others' ideas can be in solving problems and making decisions.

Facilitator

Students should divide into groups of three or four. Each group should select one member to be the recorder and one member to be the reporter. The groups should be given five minutes to brainstorm all the decisions that a student will have to make during the next year. At the end of the five minute brainstorming session, each group's reporter should read his/her group's list. Have a full-class discussion on how the students might prepare themselves to make better decisions in these upcoming situations.

EVERY DECISION YOU MAKE CAN BE RISKY


OOPS!
THIN ICE

353

TM 4

ACTIVITY SHEET 4: HOW DO YOU HANDLE RISK?

DIRECTIONS: Yes, all decisions are risky. You take a chance every time you make a decision that is the best one for you. People handle risks in different ways. Some completely avoid risks, some put off being put in positions where risk is involved, some face risk and hope for the best, and others face risk and try to do away with it. How do you react to a situation where risk is involved? This activity puts you in a situation where you must face risk. You will not be asked to share your conflict with the class. However, you will be asked to share some of your thoughts about how you decide to handle the risk.

Facilitator

Ask the group to close their eyes. Introduce the activity by reading the situation below. Pause frequently to allow participants to think through the story:

> *You are walking down the hall. You see a student walking toward you . . . as the student comes nearer, you realize that he/she is the one who has been spreading terrible rumors about you and your family . . . Become aware of how you feel inside . . . Now you know that you must decide quickly what to do. As the student comes closer, several possibilities flash through your mind . . . Decide right now what you will do . . . Now, see yourself doing what you decided . . . It is over now. The person is gone. Again, become aware of how you feel inside . . . Are you satisfied with your action?*

Ask the class the following questions about their stories. Ask for volunteers to share information about how they handled the conflict.

In your story. . .
How did you feel? What ideas flashed through your mind?

What did you decide to do? How did you feel afterwards?

Do you like the way you acted? Why or why not?

How do you feel when you know you are approaching a risky situation (angry, afraid, tense, nervous, etc.)?

What ideas did you have for dealing with the student (avoid the student, ignore the student, give the student a dirty look, act as if nothing is wrong, talk about the problem, punch the student, etc.)?

What did you decide to do when faced with conflict? Is this how you usually deal with conflict? Were you satisfied that you did the best or right thing? How do you feel about your action?

ACTIVITY SHEET 5: DECISIONS--YOU MAKE THEM ALL THE TIME

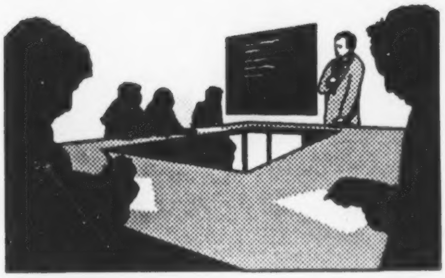
DIRECTIONS: Making decisions is not something new. You make them every day. Most of the time you do it without thinking. That's why learning a decision-making process helps you narrow your choices to the best one. Think back over the past month and list five problems you have faced and the decisions you made.

	PROBLEM	DECISION
1.		
2.		
3.		
4.		
5.		

IMPORTANT DECISIONS WILL NEED TO BE MADE SOON . . .

Courses in High School . . .

Career, Education, and Training . . .



TM 5

INFORMATION SHEET 3: STEPS FOR MAKING A DECISION

I. State the problem or the decision that must be made.

  A. Identify the result you would like to have.

  B. Describe the problem in a way that others could clearly understand.

  C. Gather any information that relates to the problem.

II. "Brainstorm" possible solutions to the problem.

  A. Do not reject any solutions at this point, no matter how extreme they may seem.

  B. Use action verbs to describe the solutions.

III. Evaluate each possible solution.

  A. Ask these questions:

    1. What is the result likely to be if I choose this solution?

      a. Will it take care of the problem now or sometime in the near future?

      b. Will it create other problems that will need solving?

      c. Is it easier to do than the others I thought of?

    2. Will it be the best possible solution of those I thought of?

  B. To make it easier to evaluate each solution, you may want to list each solution and its good and bad points.

IV. Choose the best solution and act on it.

NOTE Many problems go unsolved and continue to nag because this step is left out.

  A. The solution you choose should be the one that both solves your problem and causes the least conflict.

  B. Commit yourself to a date and/or time to try the solution.

V. Follow-up the decision you make.

  A. The decision you make is not final until:

    1. The problem is solved.

    2. The problem has changed.

    3. The problem is no longer a problem.

  B. If the decision does not solve the problem in the way you wish, repeat each step beginning with stating the problem.

STEPS TO DECISION MAKING:

5. Follow up the decision.

4. Choose the best solution and do it!

3. Evaluate each solution.

2. Brainstorm possible solutions.

1. State the problem.

START CLIMBING HERE!

TM 6

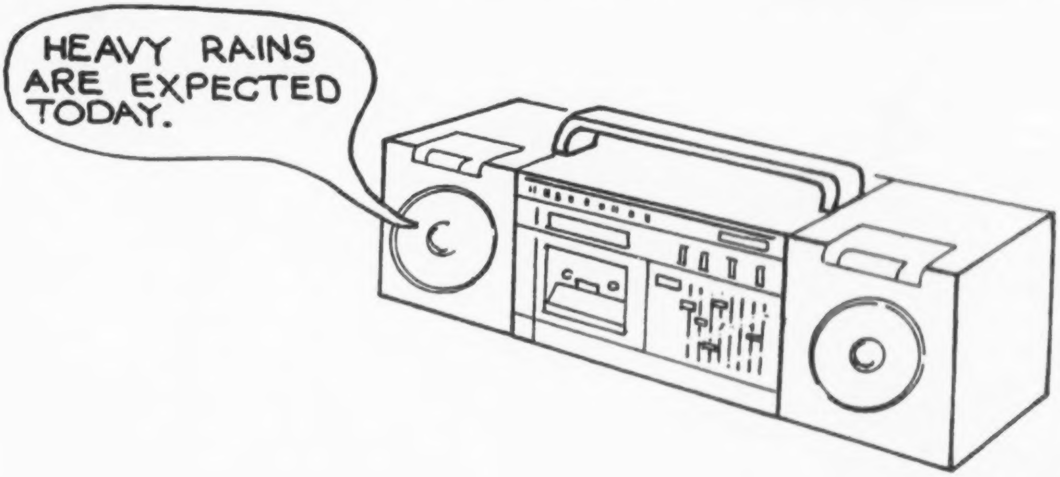
STEP 1

STATEMENT OF PROBLEM:

WHAT DO I WEAR TODAY?

THURSDAY	FRIDAY	SATURDAY
2	3	4
9	10 Interview with Mr. Dockery about job.	11
16	17	18

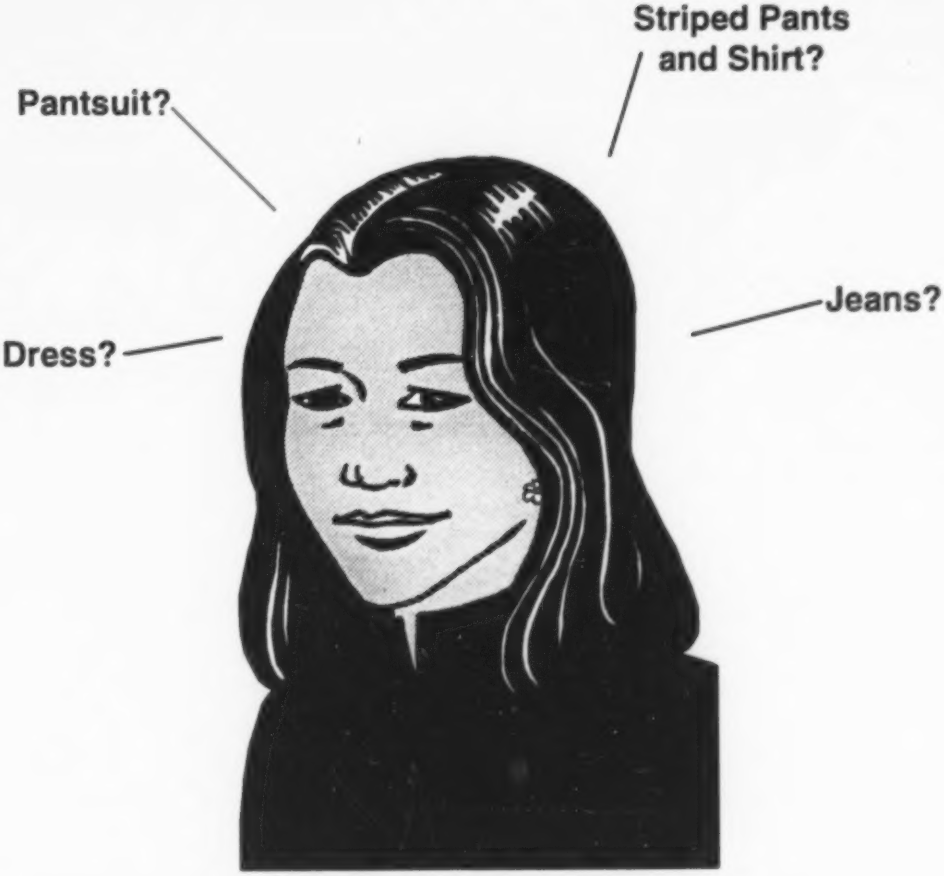
GATHER DATA THAT RELATES TO THE PROBLEM


HEAVY RAINS ARE EXPECTED TODAY.

TM 7

STEP 2

BRAINSTORM POSSIBLE SOLUTIONS


Striped Pants and Shirt?
Pantsuit?
Jeans?
Dress?

REMEMBER: Do not reject any solutions at this point!

TM 8

STEP 3

EVALUATE EACH POSSIBLE SOLUTION.

What would be the result if I choose this solution?

Will it create other problems?

Will it be the best possible solution?

STEP 4

CHOOSE THE BEST SOLUTION AND ACT ON IT!

363

TM 10

STEP 5

FOLLOW UP THE DECISION

- ✓ If the decision does not solve the problem the way you wish, repeat each step beginning with stating the problem.

TM 11

ACTIVITY SHEET 6: WHAT IS RHONDA'S PROBLEM?

DIRECTIONS: Read the short story about Rhonda and then answer the questions.

Rhonda, a high school junior, found a job during the holidays in a variety store. Her job was to price stock and help display and sell merchandise. Rhonda's boss asked one of the more experienced salespeople, Maria Lopez, to show Rhonda the location of merchandise, how to price it, and how to operate the cash register. Because business was especially heavy, Maria had little time to spend teaching Rhonda the procedures. Rhonda managed to figure out most things by herself or by asking her co-workers. Rhonda is enjoying her job, although she sometimes gets frustrated when she doesn't know how to do a task she is given. She is also having a hard time getting to know her co-workers because the store is so busy.

On her sixth day at work, Rhonda overheard one of the other salespeople telling her boss that "ever since that girl started to work, the money in the cash register does not balance with the cash register tape." Rhonda was shocked. She felt she had been accused of stealing. Rhonda considers herself an honest person and a good worker, especially since she has had to figure so many things out for herself on this job. Now she is afraid she will be fired for stealing when she knows she is innocent.

1. What does Rhonda seem to think is the problem?

2. What do you think is the problem?

3. Write the problem in question form, i.e., "How can Rhonda . . .?".

4. List all the facts relating to the problem situation.

   a.

   b.

   c.

   d.

5. Circle the letters of the two most important facts and check the two least important facts.

6. Why do you believe your most important facts may differ from what others think?

7. How can the fact-finding step help workers avoid mistakes in solving problems?

ACTIVITY SHEET 7: HELP RHONDA SOLVE HER PROBLEM

DIRECTIONS:

1. Review Rhonda's problem in **ACTIVITY SHEET 6 (VI-2-28): WHAT IS RHONDA'S PROBLEM?**

2. Imagine that Rhonda has come to you with her problem. What ideas might you give her for solving her problem? Write your responses in the first column of the worksheet. Think of as many different ideas as possible. You can work individually, in pairs, or in small groups on this.

IDEA	GOOD POINTS OF THE IDEA	BAD POINTS OF THE IDEA

3. Share your ideas with the entire group.

4. Decide on one solution by discussing the good points and bad points of each one.
   a. Why is this the best solution?
   b. What could happen if this idea were used?
   c. What effect might the solution have on Rhonda?
   d. What effect might the solution have on the problem?
   e. What effect might the solution have on Rhonda's boss? On her supervisor?

5. **CONGRATULATIONS!** You have just finished the "brainstorming" step and the evaluation step of the decision-making process.

6. The action part of the decision-making process is next. Things to consider when planning action are:
    a. Will Rhonda need to make an appointment to talk with her boss or supervisor?
    b. What will Rhonda say?
    c. What attitude should Rhonda show toward her supervisor or boss?

7. Several volunteers are needed to demonstrate good and bad ways that Rhonda could act on the solution. One good way might be to approach the person calmly, beginning, "I have a problem I need to discuss with you." A bad way might be to approach the person angrily.

8. Vote on whether each solution demonstrated actually solved the problem. This is the **Evaluation Step.** Evaluating includes asking:
    a. Did my chosen solution work?
    b. Did my solution cause any problems I now need to solve?
    c. What can I learn from the problem and the way I decided to solve it?

ACTIVITY SHEET 8: RECOGNIZING THE IMPORTANCE OF GATHERING INFORMATION

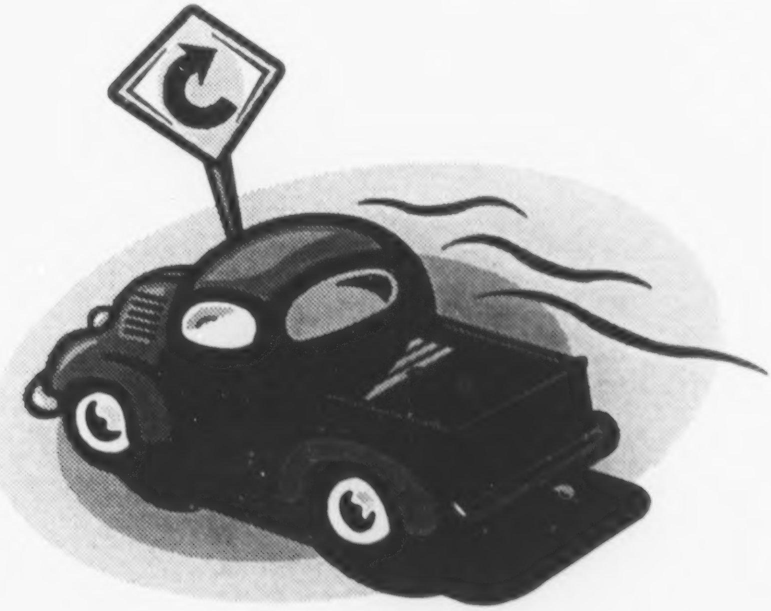
DIRECTIONS: Most decisions cannot be made without first gathering all the information that relates to the problem. This activity will help you recognize the importance of gathering information.

FACILITATOR

1. Divide the participants into groups of six; choose a supervisor for each group. Give the members of the group a sheet with the names and work histories of the people they are to portray.
2. Allot three minutes for participants to become acquainted with their roles.

New Truck Information Sheet

Walt Marshall, Supervisor: You are the supervisor of a crew of repair people. Each crew member drives a small service truck. Every so often, you get a new truck to exchange for an old one, and you have the problem of deciding which of your crew should receive the new truck. Often there are hard feelings because each person seems to feel he/she deserves the new truck. As a matter of fact, it usually turns out that whatever you decide, most of the crew members consider it wrong. You now have to face the same issue again because a new truck has just been given to you. The new truck is a Chevrolet.



Here are some given facts about the trucks and the crew people that report to Walt Marshall, the Supervisor:

George . . . . . 17 years with the company, has a 2-year-old Ford Truck
Bill . . . . 11 years with the company, has a 5-year-old Dodge Truck
John . . . . 10 years with the company, has a 4-year-old Ford Truck
Charlie . . . . . . 5 years with the company, has a 3-year-old Ford Truck
Sue . . . . 3 years with the company, has a 5-year-old Chevrolet Truck

Most of the crew do all of their driving in the city, but John and Charlie cover the jobs in the suburbs.

You have decided to put the question to the crew. You will tell them about the new truck and let them decide the most fair way to assign the truck. Don't take a position yourself because you want to do what the crew thinks is most fair.

George: When a new Chevrolet truck becomes available, you think you should get it because you have the most seniority and don't like your present truck. Your own car is a Chevrolet, and you prefer a Chevrolet truck such as you drove before you got the Ford.

Bill: You feel you deserve a new truck and it certainly is your turn. Your present truck is old, and since the more senior crew person has a fairly new truck, you should get the next one. You have taken excellent care of your present Dodge and have kept it looking like new. A person deserves to be rewarded if he/she treats a company truck like his/her own.

John: You have to do more driving than most of the other crew people because you work in the suburbs. You have a fairly old truck, and you feel you should have the new one because you do so much driving.

Charlie: The heater in your present truck is inadequate. Since John backed into the door of your truck, it has never been repaired to fit right. The door lets in too much cold air, and you attribute your frequent colds to this. You want a warm truck since you have a good deal of driving to do. As long as it has good tires, brakes, and is comfortable, you don't care about its make.

Sue: You have the poorest truck in the crew. It is five years old, and before you got it, it had been in a bad wreck. It has never been good, and you've put up with it for three years. It's about time you got a good truck to drive, and it seems only fair that the next one should be yours. You have a good driving record. You hope the new truck is a Ford since that is the one you prefer to drive.

FACILITATOR

3. The supervisor, Walt Marshall, will present the problem for discussion to the group. After 15 minutes (time period is adjustable), have each member fill out the work sheet listing the reasons, and the expected result if another driver receives the truck.

4. Discuss the variety of data involved in making decisions.

5. Have each member circle the name of the person who should receive the new truck. Hand these to the supervisor who will announce.

"New Truck Decision-Making Sheet"

Alternatives	Data (Reasons)	Expected Result if Another Driver Receives the Truck

ACTIVITY SHEET 9: HELPING ALICIA MAKE A DECISION

DIRECTIONS: This activity will help you understand the risk-taking strategies of the decision-making process and will help you understand the evaluation step of the decision-making process. Read the case study below and then see if you can help Alicia make the "best" decision.

Alicia's Problem: Alicia is now in her senior year in high school and is choosing a college for next year. She has been a good student and qualifies for admission to a private university in a neighboring community (as well as for admission to the state university system and any of the state colleges). All high school graduates are eligible to attend the local community college.

Although her qualifications for the prestigious university are minimal, she has been accepted on the condition that she make high grades. Alicia has applied to and been accepted by four colleges: Prestige University, State University, State College, and Community College.

She knows her decision is an important one and she must choose from four very clear alternatives. She wants very much to get a college degree, and her greatest dream is to graduate from a prestigious college. This would make her family very happy and would make her feel very successful. What Alicia dreads most of all is to drop out or fail at college. She would feel humiliated by this.

She has information on her ability and past performance, and she has looked at tables that helped her estimate her probabilities of academic success at each of the four alternatives. Her greatest chance for success in her major field of social science is at the State College, and the Community College runs a close second. The State University is a more distant third, and Prestige University ranks fourth with a high degree of risk. Now then, how does Alicia decide how to choose?

Decision-Making Strategies: A strategy is a plan of action; strategy is sometimes called the science of planning. A decision-making strategy is the putting together of all the steps into a choice; it is the total act of the decision-maker. The four most common strategies are:

1. ***Wish***–Choose the alternative that will lead to the most desirable result and ignore the likelihood of success.

2. ***Escape***–Avoid the alternative that would result in the worst result.

3. ***Safe***–Choose the alternative that is most likely to bring the highest chance of success. Ignore the desired result.

4. ***Combination***–Choose the alternative that results in the best compact choice between the likelihood of success and the desired result.

ALTERNATIVE	**RANK PROBABILITY OF SUCCESS**	**RANK DESIRABILITY OF RESULT**
Prestige University		
State University		
State College		
Community College		

Based on the information you get by completing the grid, what choice would Alicia make?

HINT The one most likely to produce the highest desirability and probability.

What choice would you make if you were Alicia?

Based on the information from the grid, which of the following strategies do you feel would fit her choice?

Wish, Escape, Safe, or Combination: ____________________

Explain why you chose the strategy you used.

ACTIVITY SHEET 10: ANN AND BECKY

DIRECTIONS: Read the following case study and answer the questions.

Ann and Becky have been "best friends" since fourth grade when Ann moved to town. From that time until now, as eighth graders, the girls have been in the same classes, had the same friends, and spent much of their free time together.

Recently, Ann has become quite concerned because she has been trying to reach a decision about her high school planning. Within the week, the eighth graders are to bring in a high school schedule for pre-registration, and after talking to the counselor, Ann is thinking about enrolling in advanced mathematics and English. She would also like to try out for the girl's basketball team.

Becky, however, does not have the academic and athletic ability that Ann has. In fact, if it had not been for Ann helping Becky with her homework and projects the past year, Becky would be making lower grades than her C's and B's. However, Becky makes friends easier than Ann.

The girls have talked about their schedules and Becky believes that they will both take general mathematics and English as well as the same P.E. class. Ann is afraid to tell Becky about her plans because there is no way Becky can do the academic work. Becky will need help with her work even in the general classes.

1. What is the problem?

2. What are possible solutions?

3. What would be the best solution?

4. How would you act on the decision you made?

5. How would you evaluate the decision you made?

ACTIVITY SHEET 11: JOHN'S PROBLEM

DIRECTIONS: Read the following case study and answer the questions.

John Walters is one of the most envied boys at Gallagher Junior High. He plays first string for both the basketball and football teams and holds the school's record for the high jump in track and field. John's father is an attorney, and the family is wealthy.

Last summer, John spent five weeks with his Uncle Bill while his parents went on a trip to South America. During that time, his uncle taught him how to weld and, as he does with everything, John learned rapidly and did excellent work. However, there was something different about welding; John loved it.

John did well in school because his parents encouraged him, but he really didn't like to read and study. The only reason he played sports was because his father and the coach put constant pressure on him. He did like track but resented that he could not take shop this year because it was offered at the same time as athletics.

John has just received a high school planning form. With the help of his counselor, he has made out an educational plan that would allow him to train in metal trades and then work in a high school cooperative program in a job as a welder during his last two years.

When he shared his plans with his parents, his parents had mixed emotions. They wanted John to attend a 4-year college, not technical school. As he left for school the next morning, his mother told him the high school football coach was coming to dinner that night to help plan his high school career in football. But if John takes the cooperative training class, he will not have time to play football.

How would you solve the problem?

1. What should John take in high school?

2. What should he tell his parents?

3. What should he tell the football coach?

ACTIVITY SHEET 12: MAKING MY OWN DECISIONS

DIRECTIONS: Using the information you have learned in this unit, make a decision about a problem you have.

1. State your problem.

2. List possible solutions to your problem.

3. Evaluate each solution by listing the good and bad points.

4. Choose the best solution and list the date and/or time you will try your solution.

5. Write the step you would take next.

UNIT VI-2 TEST

A. Match the following terms to their definitions by placing the correct letter in the blank at the left.

_____ 1. Prestige

_____ 2. Decision making

_____ 3. Strategy

_____ 4. Evaluation

_____ 5. Minimal

_____ 6. Emotions

_____ 7. Conflict

_____ 8. Logic

_____ 9. Maturity

_____10. Brainstorm

a. the condition of being fully grown

b. a clash or sharp disagreement (concerning interests/ideas)

c. thinking of all possible solutions to a problem

d. a careful plan or method used to reach a goal

e. the process of finding a way to solve a problem

f. to find or try to find the value or worth of something

g. fame or respect that comes from doing great things; good character, wealth, success, etc.

h. any particular feeling such as love, hate, joy, fear, jealousy; used in a way in which you would react to something without careful thinking

i. smallest or least possible

j. sound thinking

B. Answer the following statements True or False by placing a "T" for True and an "F" for False in the space at the left.

_____ 1. Once the decision-making process is learned, you never need to practice it.

_____ 2. All decisions need to be made by you alone.

_____ 3. Every decision contains a risk.

_____ 4. Few decisions are either good or bad; some will come closer to solving your problems than others.

_____ 5. Learning the decision-making process does away with the degree of risk involved.

_____ 6. Most decisions are made based on emotions, rather than thought.

_____ 7. The key measure of maturity is the ability to make decisions and accept the result, good or bad, without shifting the blame to others.

_____ 8. You will not be expected to make any important decisions that will affect your life until you are married.

_____ 9. You will soon have to decide whether or not to continue your educational career.

_____10. You will soon need to make decisions about what what career to pursue and what type of education and/or training will best prepare you for it.

C. The five steps of the decision-making process are listed below. Number the steps in the order in which they should be completed in making a decision.

__ Evaluate each possible solution.

__ "Brainstorm" possible solutions to the problem.

__ Choose the best solution and act upon it.

__ State the problem or the decision that must be made.

__ Follow-up the decision you make.

D. Using the following words, fill in the blanks of each sentence using the correct word.

create
final
commit
action
reject
changed
information
solved
problem
stating

1. Gather any ____________ that relates to the problem.

2. Do not ____________ any solutions at this point, no matter how extreme they may seem.

3. Use ____________ verbs to describe the solutions.

4. When evaluating each possible solution, one question you should ask is, "Will it ____________ other problems that will need solving?"

5. You should ____________ yourself to a date and/or time to try the solution you decide upon to solve your problem.

6. The decision you make is not __________ until the problem is ____________, has __________, or is no longer a ____________.

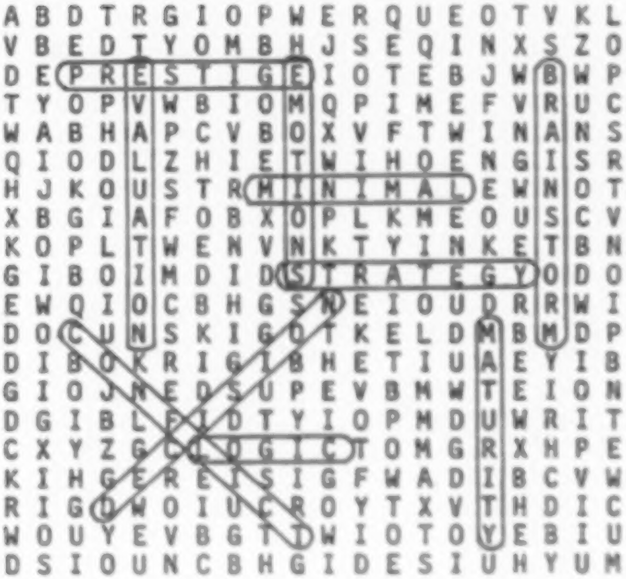
7. If the decision does not solve the problem in the way you wish, repeat each step beginning with ____________ the problem.

UNIT VI

Module 2: *Decision Making*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



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A B D T R G I O P W E R Q U E O T V K L
V B E D T Y O M B H J S E Q I N X S Z O
D E P R E S T I G E I O T E B J W B W P
T Y O P V W B I O M Q P I M E F V R U C
W A B H A P C V B O X V F T W I N A N S
Q I O D L Z H I E T W I H O E N G I S R
H J K O U S T R M I N I M A L E W N O T
X B G I A F O B X O P L K M E O U S C V
K O P L T W E N V N K T Y I N K E T B N
G I B O I M D I D S T R A T E G Y O D O
E W Q I O C B H G S N E I O U D R R W I
D O C U N S K I G O T K E L D M B M D P
D I B O K R I G I B H E T I U A E Y I B
G I O J N E D S U P E V B M W T E I O N
D G I B L F I D T Y I O P M D U W R I T
C X Y Z G C L O G I C T O M G R X H P E
K I H G E R E I S I G F W A D I B C V W
R I G O W O I U C R O Y T X V T H D I C
W O U Y E V B G T D W I O T O Y E B I U
D S I O U N C B H G I D E S I U H Y U M
```

1. **Brainstorm**	6. **Prestige**
2. **Minimal**	7. **Decision**
3. **Conflict**	8. **Maturity**
4. **Logic**	9. **Strategy**
5. **Emotions**	10. **Evaluation**

ACTIVITY SHEET 2

1. **FALSE:** People can develop their ability to solve problems by learning and practice. Think of problem solving as being like a muscle; the more you use it, the stronger it becomes.

2. **FALSE:** Some problems have many good solutions. Some problems have no good solutions. Unfortunately, sometimes we have to choose among several "bad" solutions.

3. **FALSE:** When solving a problem, the best approach is to think of as many solutions as possible before choosing one. The more ideas you think of, the more likely you will be to think of a good one.

4. **TRUE:** By putting a problem in the form of a question, you can identify exactly what the problem is and give yourself a springboard for thinking of solutions.

5. **TRUE:** In fact, not understanding the real problem is often the biggest block to figuring out a solution. Think of examples where the problem may be hidden or unclear.

6. **FALSE:** Whenever you can, take time to think about a problem. You might just make more problems for yourself by rushing into a solution before thinking through the problem carefully.

7. **FALSE:** By considering many possible solutions and figuring out the likely results of your solutions, you can prevent many errors.

8. **TRUE:** By thinking of many solutions, you may be able to combine and improve them, so you can think of the best solution possible.

9. **FALSE:** After thinking of a solution, you must 1) put it into action, and 2) evaluate the results. If your solution did not work, you need to find out why and try again.

10. **TRUE:** Remember that other people may have had experiences that can help you solve your problem.

11. **TRUE:** Getting the facts is one of the first steps in solving a problem. A wrong assumption may mean a poor solution.

12. **TRUE:** Even while you are doing something else or when you are sleeping, your mind keeps working on the problem. Getting away from a problem for a while helps you come back to it with fresh ideas.

13. **FALSE:** One of the steps in problem-solving is to try to figure out the results of your solutions. A good problem-solver figures out all possible results of a solution ahead of time.

14. **FALSE:** Trying to think of only practical ideas may stop the flow of ideas. Some "impractical" ideas can be changed to become your best solutions.

15. **TRUE:** An important way of avoiding mistakes is thinking. "If I do this, then . . ." When deciding on an action, you have to consider what the other person will do as a result.

ACTIVITY SHEETS 3-12

Evaluated to the satisfaction of the teacher.

UNIT VI-2

ANSWERS TO UNIT TEST

A.

1. g
2. e
3. d
4. f
5. i
6. h
7. b
8. j
9. a
10. c

B.

1. F
2. F
3. T
4. T
5. F
6. T
7. T
8. F
9. T
10. T

C.

3
2
4
1
5

D.

1. information
2. reject
3. action
4. create
5. commit
6. final; solved; changed; problem
7. stating

TEACHER PREPARATION

UNIT VI

Module 3: *A Look at the Future*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (VI-3-7)	1 (VI-3-8)
2 (VI-3-9, 10)	2 (VI-3-15)
3 (VI-3-19)	3 (VI-3-16)
	4 (VI-3-22)
	5 (VI-3-23)
	6 (VI-3-24)

UNIT VI-3 TEST (VI-3-25, 26)

Make Transparencies of:

- TM 1 (VI-3-11)
- TM 2 (VI-3-12)
- TM 3 (VI-3-13)
- TM 4 (VI-3-14)
- TM 5 (VI-3-17)
- TM 6 (VI-3-18)
- TM 7 (VI-3-20)
- TM 8 (VI-3-21)

Each Student Will Need:

- for ACTIVITY SHEET 4 (VI-3-22): *Occupational Outlook Handbook*
- for ACTIVITY SHEET 6 (VI-3-24): *Occupational Outlook Handbook or other resources*

Additoinal Preparation Needed:

- for ACTIVITY SHEET 5 (VI-3-23): *Invite a speaker from the local Chamber of Commerce*

UNIT VI

Module 3: *A Look at the Future*

TEACHER OVERVIEW

I. ormation and Activity Sheets

A. **INFORMATION SHEET 1 (VI-3-7): TERMS AND DEFINITIONS**

1. Discuss the terms and definitions.
2. Have the students complete **ACTIVITY SHEET 1 (VI-3-8): UNSCRAMBLING TERMS** to reinforce this area of instruction.

B. **INFORMATION SHEET 2 (VI-3-9, 10): MY CAREER–WILL IT BE THERE WHEN I'M READY?**

1. Stress the importance of students knowing what the outlook is for careers they are interested in pursuing.
2. Use **TM 1 (VI-3-11): RAPID CHANGES IN THE ECONOMY AND TECHNOLOGY WILL...** to reinforce the fact that change will affect careers.
3. Stress to the students that the area where they wish to live influences greatly the outlook of the career; use **TM 2 (VI-3-12): THERE MAY NOT BE A NEED FOR YOUR CAREER WHERE YOU WISH TO LIVE** to reinforce this point.
4. Explain to the students that if a career has a good outlook, many job seekers may wish to have the career; therefore, they need to know what education and/or training would exceed minimum requirements of the career and give them an edge over others.
5. Use **TM 3 (VI-3-13): EVEN IF YOUR JOB HAS A GOOD OUTLOOK, YOU MAY FACE STIFF COMPETITION IN GETTING HIRED** to reinforce this point.
6. Use **TM 4 (VI-3-14): HOW JOBS ARE CREATED** as a visual reinforcer of how jobs are created.

7. **ACTIVITY SHEET 2 (VI-3-15): HISTORY REPEATS ITSELF** will give students application in how research is done on the outlook of careers; it will also help students to understand that changes will affect the outlook of careers.

   NOTE This is a homework activity.

8. So that students may learn of resources to contact concerning the outlook of careers, have them complete **ACTIVITY SHEET 3 (VI-3-16): WHERE YOU LIVE DETERMINES THE OUTLOOK OF THE CAREER** according to the following directions:

   a. Use **TM 5 (VI-3-17): ROSEMARY'S LETTER** as an example for students to use in preparing their letters.

   b. Use **TM 6 (VI-3-18): WHERE TO WRITE FOR OUTLOOK INFORMATION** to show students where they could receive information on the outlook of careers in a specific geographical area. Students can also locate information via the Internet sites for SOICC or the Bureau of Labor Statistics.

   c. You may want to mail all letters for the students in one large envelope.

   d. Have students share their findings.

C. **INFORMATION SHEET 3 (VI-3-19): SOURCES FOR CAREER OUTLOOK INFORMATION**

1. Secure the *Occupational Outlook Handbook* so that students may become familiar with the information it provides.

2. Secure publications from the Bureau of Labor Statistics and Texas SOICC.

3. Show **TM 7 (VI-3-20): SOURCES FOR CAREER OUTLOOK INFORMATION** to reinforce the list of sources listed on the Information Sheet.

4. Because some students may have difficulty in understanding what is meant by the terminology used concerning the outlook, show **TM 8 (VI-3-21): WHAT IS MEANT BY THE OUTLOOK TERMS?**

5. So students can gain practice in researching information on careers, have them complete **ACTIVITY SHEET 4 (VI-3-22): LEARNING TO USE THE *OCCUPATIONAL OUTLOOK HANDBOOK*.**

6. So that students will understand that the Chamber of Commerce is an excellent source of information on the outlook of careers in local areas, invite a representative to speak to the class. Have them complete **ACTIVITY SHEET 5 (VI-3-23): A VISIT FROM YOUR LOCAL CHAMBER OF COMMERCE.**

7. **ACTIVITY SHEET 6 (VI-3-24): WHAT IS THE OUTLOOK FOR MY CAREER?** will give students practice in using resources to anticipate the outlook for careers that interest them.

II. Unit VI-3 Test (VI-3-25, 26)

III. Answers to Activity Sheets and Unit VI-3 Test (VI-3-27, 28)

UNIT VI
Module 3: *A Look at the Future*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

COMPETITION	the act of being a rival for something
LABOR MARKET	availability of employment as people compete for jobs and employers compete for workers
OUTLOOK	what is likely for the future
RESEARCH	careful, patient study in order to discover and analyze facts about a subject
VALUE	the quality of a thing that makes it wanted or desirable

ACTIVITY SHEET 1: UNSCRAMBLING TERMS

DIRECTIONS: Unscramble the following terms:

1. What is likely for the future

   __________________________ kuoootl

2. The quality of a thing that makes it wanted or desirable

   __________________________ lavue

3. The act of being a rival for something

   __________________________ oiimocpettn

4. Careful, patient study in order to discover and analyze facts about a subject

   __________________________ seeacrhr

5. Availability of employment as people compete for jobs and employers compete for workers

   ______________ ______________ ralbo tkrame

INFORMATION SHEET 2: MY CAREER--WILL IT BE THERE WHEN I'M READY?

I. If I can't predict the future, why worry about whether my career will be there?

A. Because it will be at least four years before most of you are ready to enter the job market.

B. There is no guarantee that those careers available now will be there when you are ready to pursue them.

C. Rapid changes in the economy and technology will create new careers, change existing ones, and do away with others.

D. The needs and wants of society determine what is made and how well it sells.

E. Some careers may not exist in the area where you wish to live.

F. Having a general idea of the outlook of the career you wish to pursue can save you time and money.

EXAMPLE: Jose wanted to be a farmer all his life. He went to Texas A & M and received his bachelor's degree in agriculture. Jose could not make a living as a farmer after he received his degree. He had to return to college and receive education and training in another area that would provide him with enough income to live comfortably.

G. If the career you wish to pursue has a good outlook, you may face stiff competition in getting hired.

NOTE Know what education/training would put you ahead of others!

II. How Are Jobs Created?

A. The needs and wants of consumers

B. Changes in social, technological, and scientific trends

C. Values placed on work, education, income, and leisure

D. Replacements

1. Due to workers retiring

2. Due to workers dying

3. Due to workers changing careers

III. What Are Some Facts About the Outlook of Careers?

A. No one can predict the future labor market conditions with perfect accuracy.

B. The number of job seekers and the number of job openings change often.

C. A rise or fall in the demand for a product or service affects the number of workers needed to produce it.

D. Methods used by experts to develop information on the outlook of careers differ.

E. The outlook of careers is based on information received from:

1. Business firms

2. Labor unions

3. Trade associations

4. Educational institutions

5. Government agencies

F. The outlook of careers will always depend on the number of available positions and the number of people seeking these positions.

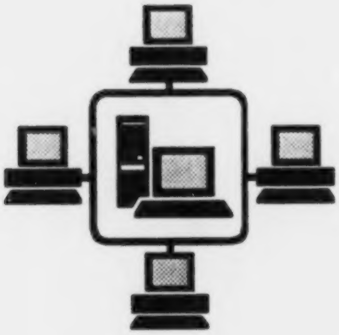
G. Using the information you gain from the experts does not guarantee that the career you train for will be available when you are ready to pursue it; however, you will at least have an idea of what the experts feel the prospects are, which is far better than leaving your career and your life to chance.

RAPID CHANGES IN THE ECONOMY AND TECHNOLOGY WILL:

✓ Create new careers

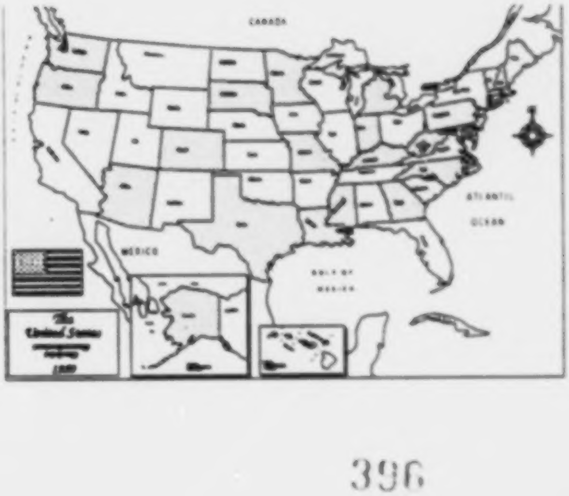
✓ Change existing ones

✓ Do away with others



TM 1

THERE MAY NOT BE A NEED FOR YOUR CAREER WHERE YOU WISH TO LIVE


CANADA
MEXICO
ATLANTIC OCEAN
GULF OF MEXICO
The United States

TM 2

EVEN IF YOUR JOB HAS A GOOD OUTLOOK, YOU MAY FACE STIFF COMPETITION IN GETTING HIRED

Pursue the education/training that would put you ahead of others!

TM 3

HOW JOBS ARE CREATED:

- ✓ The needs and wants of consumers
- ✓ Values placed on work, education, income, and leisure
- ✓ Changes in social, technological, and scientific trends

TM 4

ACTIVITY SHEET 2: HISTORY REPEATS ITSELF

DIRECTIONS: Your parents, grandparents, and others can probably give you firsthand information on how careers have changed over the years. The reason(s) for failure of some careers can usually be traced to the same factors. Yes, history does repeat itself. To get an idea of what influences the outlook of careers, ask your parents, grandparents, and others the following questions. Share your findings with the class.

1. What has been the major change in careers during your lifetime? What caused this change?

2. Can you think of a career that was in high demand at one time, but no longer is?

3. Have you experienced a layoff due to a decrease in the need for a product or service? Did you have any warning that it was going to happen?

4. Can you think of a product or service that once was in high demand by the consumer, but no longer is? Why do you think the demand for the product or service has decreased?

5. Can you think of a career that, because of advances in technology, has changed?

   EXAMPLES: the tools, machinery, equipment, etc. used by the worker.

ACTIVITY SHEET 3: WHERE YOU LIVE DETERMINES THE OUTLOOK OF THE CAREER

DIRECTIONS: The area where you wish to live determines whether a career will be available, how stiff the competition will be, and the future of the career. Have you considered where you would like to live when you are on your own? Use **TM 8 (VI-3-20): WHERE TO WRITE FOR OUTLOOK INFORMATION** to complete the following directions.

1. Find the area of Texas in which you would like to live.

2. Write a letter requesting information on the outlook of a career of your choice.

HINT Use Rosemary's letter as an example for composing your own.

ROSEMARY'S LETTER

1524 Rose Hill
Central City, Texas

April 14, 1997

Executive Director
Texas State Occupational Information
Coordinating Committee
Whitney Jordan Plaza
9001 IH 35 North, Suite 103B
Austin, TX 78753

Dear Sir/Madam:

I would like to request any available information on the outlook of careers in accounting in the state of Texas.

I am presently enrolled in Career Connections at Central City Middle School and have found that I am interested in pursuing a career in accounting. As I plan to make my home in Texas, I would like to know what the future is for accountants in our state.

Any information you can send me will be greatly appreciated.

Sincerely,

Rosemary Ramirez

TM 5

TM 6

WHERE TO WRITE FOR OUTLOOK INFORMATION

- Texas State Occupational Information Coordinating Committee
  Whitney Jordan Plaza
  9001 IH 35 North, Suite 103 B
  Austin, TX 78753

- Bureau of Labor Statistics
  Economic Analysis of Information, Room 221
  525 Griffin Street
  Dallas, TX 75202
  http:/www.bls.gov

INFORMATION SHEET 3: SOURCES FOR CAREER OUTLOOK INFORMATION

I. *Occupational Outlook Handbook*

  A. Most widely used source.

  B. Published by the United States Department of Labor, Bureau of Labor Statistics.

  C. For four decades, the Bureau of Labor Statistics has done research on employment in occupations and industries for use in vocational guidance.

  D. Revised every two years.

II. *Occupational Outlook Quarterly*

  A. Provides updated information between editions of the *Occupational Outlook Handbook.*

  B. Organizes information printed elsewhere into one publication.

III. Bureau of Labor Statistics

  A. Does research using the most recent information available on population, industry and occupational employment, productivity, etc.

  B. Publishes brochures concerning their research.

  C. Regional offices can give you a list of current information printed by the Bureau of Labor Statistics.

IV. Chamber of Commerce

  A. Gives you information on the outlook of careers in your area.

  B. Can give you an idea of those careers that could emerge because of new industry.

N
O A good source only if you know in what city you wish to live.
T
E

V. State Employment Agency

  A. Gives you an outlook of careers in your state.

  B. Based on research done by each individual state employment agency.

SOURCES FOR CAREER OUTLOOK INFORMATION:

- ✗ ***Occupational Outlook Handbook***
- ✗ ***Occupational Outlook Quarterly***
- ✗ **Chamber of Commerce**
- ✗ **State Employment Agency**
- ✗ **Texas State Occupational Information Coordinating Committee**

TM 7

WHAT IS MEANT BY THE OUTLOOK TERMS?

EXCELLENT:	Demand much greater than supply
VERY GOOD:	Demand greater than supply
GOOD OR FAVORABLE:	Rough balance between demand and supply
MAY FACE COMPETITION:	Likelihood of more supply than demand
KEEN COMPETITION:	Supply greater than demand

TM 8

ACTIVITY SHEET 4: LEARNING TO USE THE *OCCUPATIONAL OUTLOOK HANDBOOK*

Different occupations require different levels of education for people who want to get jobs in those fields. One thing to consider in selecting a job is the level of education required. Use the *Occupational Outlook Handbook* to assign these jobs to the training level categories listed below. Look for the minimum amount of education given for each.

Occupations:

cook, fast food
land surveyor
occupational therapist
actuary
drafter
bank teller
security guard
surgical technician

No High School Diploma ________________ ________________ ________________	**High School Graduate** ________________ ________________ ________________
Certification from a 2-year College or Technical School ________________ ________________ ________________	**Graduated from a 4-year College** ________________ ________________ ________________

ACTIVITY SHEET 5: A VISIT FROM YOUR LOCAL CHAMBER OF COMMERCE

DIRECTIONS: Use the following as guidelines for questions to ask the speaker from your local Chamber of Commerce.

1. What career has the brightest future?

2. What career has the worst?

3. What factors have influenced the outlook of careers in our city or region?

4. Are there any new industries or other businesses that are planning to locate here?

5. If so, what type of careers would be available as a result?

Other Questions:

6.

7.

8.

ACTIVITY SHEET 6: WHAT IS THE OUTLOOK FOR MY CAREER?

DIRECTIONS: Because many careers can change a great deal in a very short period of time, the career you wish to pursue now may not even exist when you are ready to enter the job market. Let's see what experts say the future of your career is. Using the available resources in your classroom, answer the following questions:

1. Name one career you would like to have.

2. What training and/or education is needed to pursue this career?

3. What is the outlook for this career?

4. Can you think of any factors that could change the outlook of this career? Explain how you think these factors would influence this outlook.

5. What resource(s) did you use to obtain your information?

UNIT VI-3 TEST

A. Match the following terms and definitions by placing the correct letter in the blanks at the left.

____1. Value

____2. Competition

____3. Research

____4. Outlook

____5. Labor market

a. what is likely for the future

b. the quality of a thing that makes it wanted or desirable

c. careful, patient study in order to discover and analyze facts about a subject

d. availability of employment as people compete for jobs and employers compete for workers

e. the act of being a rival for something

B. Answer the following statements True or False by placing a "T" for True or an "F" for False in the space at the left.

___ 1. Rapid changes in the economy and technology will create new careers, change existing ones, and do away with others.

___ 2. The needs and wants of society do not determine what is made and how well it sells.

___ 3. The same careers exist in every part of the country.

___ 4. If the career you wish to pursue has a good outlook, you may face stiff competition in getting hired.

___ 5. One way jobs are created is by changes in social, technological, and scientific trends.

___ 6. No one can predict the future of labor market conditions with perfect accuracy.

___ 7. Methods used by experts to develop information on the outlook of careers differ.

___ 8. The outlook of careers is based on information received only from government agencies.

___ 9. The outlook of careers will always depend on the number of available positions and the number of people seeking these positions.

___10. Using the information you gain from the experts does not guarantee that the career you train for will be available when you are ready to pursue it; however, you will at least have an idea of what the prospects are, which is far better than leaving your career to chance.

C. Answer the following questions by circling the letter beside the correct answer:

1. The most widely used source for information on the outlook of careers is:

   a. *Occupational Outlook Quarterly*
   b. Bureau of Labor Statistics
   c. Chamber of Commerce
   d. *Occupational Outlook Handbook*

2. If you were trying to find updated information on the outlook of careers between editions of the *Occupational Outlook Handbook*, your best choice would be:

   a. Bureau of Labor Statistics
   b. State Employment Agency
   c. *Occupational Outlook Quarterly*
   d. Chamber of Commerce

3. If you knew what state you wished to make your home, what source would you use to find information on the outlook of careers?

   a. Chamber of Commerce
   b. State Employment Agency
   c. Bureau of Labor Statistics
   d. *Occupational Outlook Handbook*

4. If you knew what city you wished to make your home, what source would you use to find information on the outlook of careers?

   a. Chamber of Commerce
   b. State Employment Agency
   c. Bureau of Labor Statistics
   d. *Occupational Outlook Handbook*

5. What source publishes brochures related to the research they do on the outlook of careers?

   a. *Occupational Outlook Quarterly*
   b. *Occupational Outlook Handbook*
   c. Bureau of Labor Statistics
   d. State Employment Agency

UNIT VI
Module 3: *A Look at the Future*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. outlook
2. value
3. competition
4. research
5. labor market

ACTIVITY SHEETS 2 - 6

Evaluated to the satisfaction of the teacher.

UNIT VI-3
ANSWERS TO UNIT TEST

A.

1. b
2. e
3. c
4. a
5. d

B.

1. T
2. F
3. F
4. T
5. T
6. T
7. T
8. F
9. T
10. T

C.

1. d
2. c
3. b
4. a
5. c

TEACHER PREPARATION

UNIT VI

Module 4: *Making Career Plans*

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (VI-4-7)
2 (VI-4-8)
3 (VI-4-17, 18)
4 (VI-4-22)

ACTIVITY SHEETS:
1 (VI-4-15)
2 (VI-4-16)
3 (VI-4-20)
4 (VI-4-21)
5 (VI-4-23, 24)
6 (VI-4-25)
7 (VI-4-26)
8 (VI-4-27)
9 (VI-4-28)
10 (VI-4-29, 30)

UNIT VI-4 TEST (VI-4-31, 32)

Make Transparencies of:

- TM 1 (VI-4-9)
- TM 2 (VI-4-10)
- TM 3 (VI-4-11)
- TM 4 (VI-4-12)
- TM 5 (VI-4-13)
- TM 6 (VI-4-14)
- TM 7 (VI-4-19)

Additional Preparation:

- ACTIVITY SHEET 6 (VI-4-25): *resources such as the Occupational Outlook Handbook*

UNIT VI

Module 4: *Making Career Plans*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VI-4-7): TERMS AND DEFINITIONS**

NOTE: Stress to students the importance of understanding the terms associated with career decision making.

B. **INFORMATION SHEET 2 (VI-4-8): MAKING CAREER DECISIONS**

1. Stress the importance of the students starting now to make career plans.

   NOTE: Recommend to students that they involve their parents/guardians in discussions and activities about making career plans.

2. Show **TM 1 (VI-4-9): START THE CAREER DECISION-MAKING PROCESS NOW!** to reinforce this point.

3. To reinforce the importance of planning for careers, show the following transparencies:

   a. **TM 2 (VI-4-10): ALL I EVER WANTED TO DO WAS DELIVER NEWSPAPERS**

   b. **TMs-3, 4, 5, and 6 (VI-4-11, 12, 13, 14): CAREER DECISION MAKING SHOULD BE DONE ONLY AFTER MUCH THOUGHT**

4. To reinforce the information presented, complete the following Activity Sheets:

   a. **ACTIVITY SHEET 1 (VI-4-15): SURVEY OF CAREER CHOICE--ACCIDENT OR PLANNED?**

   b. **ACTIVITY SHEET 2 (VI-4-16): SURVEY OF CAREER MOVES**

NOTE: **Because most students tend to believe facts based on others' experiences, these activities are invaluable for reinforcing the importance of learning the career decision-making steps, as well as exposing parents/guardians and members of the community to what the students are being taught. Students should be given several days to complete this activity so that a variety of sources can be utilized.**

C. INFORMATION SHEET 3 (VI-4-17, 18): CAREER DECISION-MAKING STEPS

1. Students should have completed a thorough self-appraisal if the activities in UNIT I were completed prior to beginning this unit.
2. If Activity Sheets were kept from UNIT I, they can be used to refresh the students' memories concerning their own personal characteristics.
3. Show **TM 7 (VI-4-19): STEPS TO CAREER DECISION MAKING** as a visual reinforcer as you explain the career decision-making process.
4. The following Activity Sheets must be completed sequentially so students will have a clearer understanding of the career decision-making process.
    a. **ACTIVITY SHEET 3 (VI-4-20): FACTS ABOUT YOURSELF**

NOTE

The last column can contain such information as physical disabilities, ability to cope with change, the salary range desired, etc. At this time, have the students refer to their information from UNITS I-V about themselves and occupations.

    b. **ACTIVITY SHEET 4 (VI-4-21): LISTING POSSIBLE CAREERS**

NOTE

Stress the importance of considering as many careers as possible.

D. INFORMATION SHEET 4 (VI-4-22): WHAT CAREER GROUPS ARE AVAILABLE?

NOTE

This activity will help those students having trouble listing careers in ACTIVITY SHEET 4 and will also provide a means of ranking careers according to job entry requirements so that those students not desiring advanced education/training prior to career entry can identify similar careers not requiring as much education/training as others. In order to help students with identifying groups, INFORMATION SHEET 2 from UNIT II, Module 1 has been repeated as INFORMATION SHEET 4. Have students go back to UNIT II and use the occupational group descriptions, career ladders, and college majors information.

1. **ACTIVITY SHEET 5 (VI-4-23, 24): RANKING YOUR CAREER OPTIONS**
2. **ACTIVITY SHEET 6 (VI-4-25): RESEARCHING CAREERS**

NOTE

Resources such as the *Occupational Outlook Handbook* should be available for students' use.

3. **ACTIVITY SHEET 7 (VI-4-26): MATCHING CAREERS TO WHAT YOU KNOW ABOUT YOURSELF**

4. **ACTIVITY SHEET 8 (VI-4-27): NARROWING YOUR PROSPECTS DOWNTO TWO CAREERS**

NOTE

Stress to the students the importance of completing this activity with careful thought and honesty.

5. **ACTIVITY SHEET 9 (VI-4-28): CHOOSING A TENTATIVE CAREER AND SETTING GOALS**

   a. Instruct the students to choose a tentative career.

   b. Stress the importance of having career alternatives should their career become unattainable.

   c. UNIT VI-6, *Making/Updating Your Graduation Plan*, included in this guide, will give students instruction and practice in making decisions concerning courses to take in high school that will help them in accomplishing career goals.

NOTE

Please encourage parent/guardian input.

6. **ACTIVITY SHEET 10 (VI-4-29, 30): A GUIDE FOR EVALUATING CAREER DECISIONS** may be used at any point that the student wishes to evaluate his/her career choice.

II. Unit VI-4 Test (VI-4-31, 32)

III. Answers to Activity Sheets and Unit VI-4 Test (VI-4-33, 34)

UNIT VI

Module 4: *Making Career Plans*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

DISABILITY	a condition that impairs the ability to perform the activities of daily living
MOTIVATION	a strong desire, feeling, etc., that makes you want to do something
PERSONAL REQUIREMENTS	those things needed in a career, such as ability to get along well with others, an even temperament, ambition, a neat appearance, emotional stability, etc.
PHYSICAL REQUIREMENTS	those things needed in a career, such as good vision, good hearing, normal color vision, full use of all limbs, etc.
SHADOWING	the process of observing a worker at the work site to determine the actual job tasks performed

INFORMATION SHEET 2: MAKING CAREER DECISIONS

I. You Should Start Making Career Decisions Now

A. Most people leave career decisions to chance; therefore, they are never really happy with what they do for a living.

B. Most careers require at least some education and/or training after high school.

C. Most educational and/or training programs require their students to complete certain courses in high school before enrolling in their programs.

D. Having a plan or goal *now* of what career you would like to have in the future can help you choose courses in high school that will help prepare you for the education and/or training needed in order to reach your career goals.

II. Facts About Career Decision Making

A. Career decision making is an on-going process. You may want to change careers several times during your life.

B. There are no perfect careers; no one career totally matches everything about yourself and everything you desire!

C. Change in both you and in the world of work is certain; learn to accept change, rather than fight it.

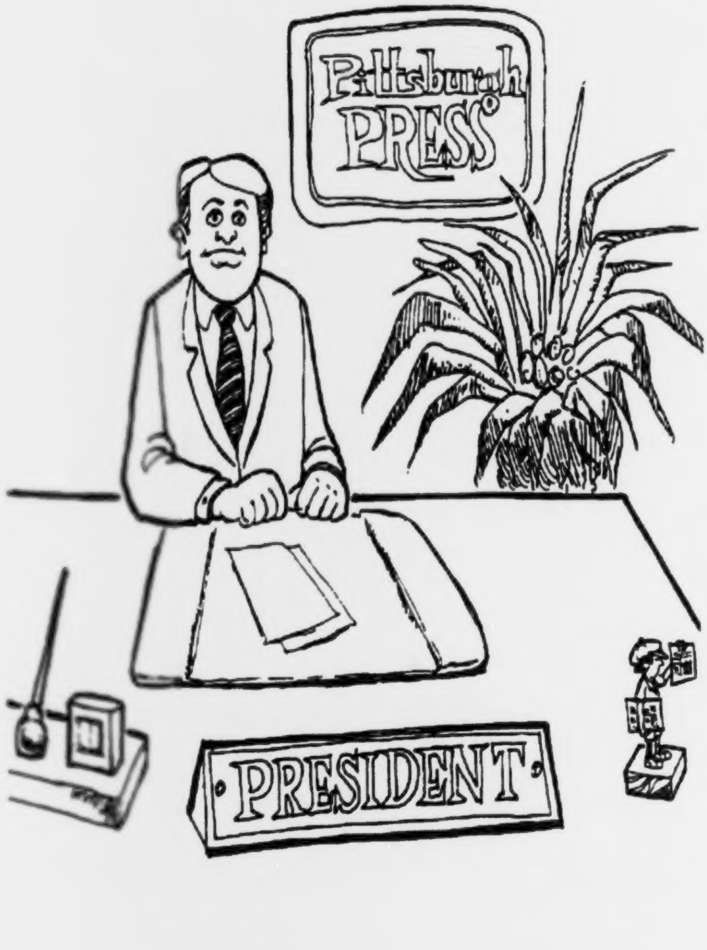
D. Most people could probably be successful and happy in a number of different careers.

E. Career decisions may prove to be unreachable because the job market may change, or you may run out of time, money, or motivation, or outside forces such as marriage and family may prevent you from pursuing the career you wish.

START THE CAREER DECISION-MAKING PROCESS *NOW!*

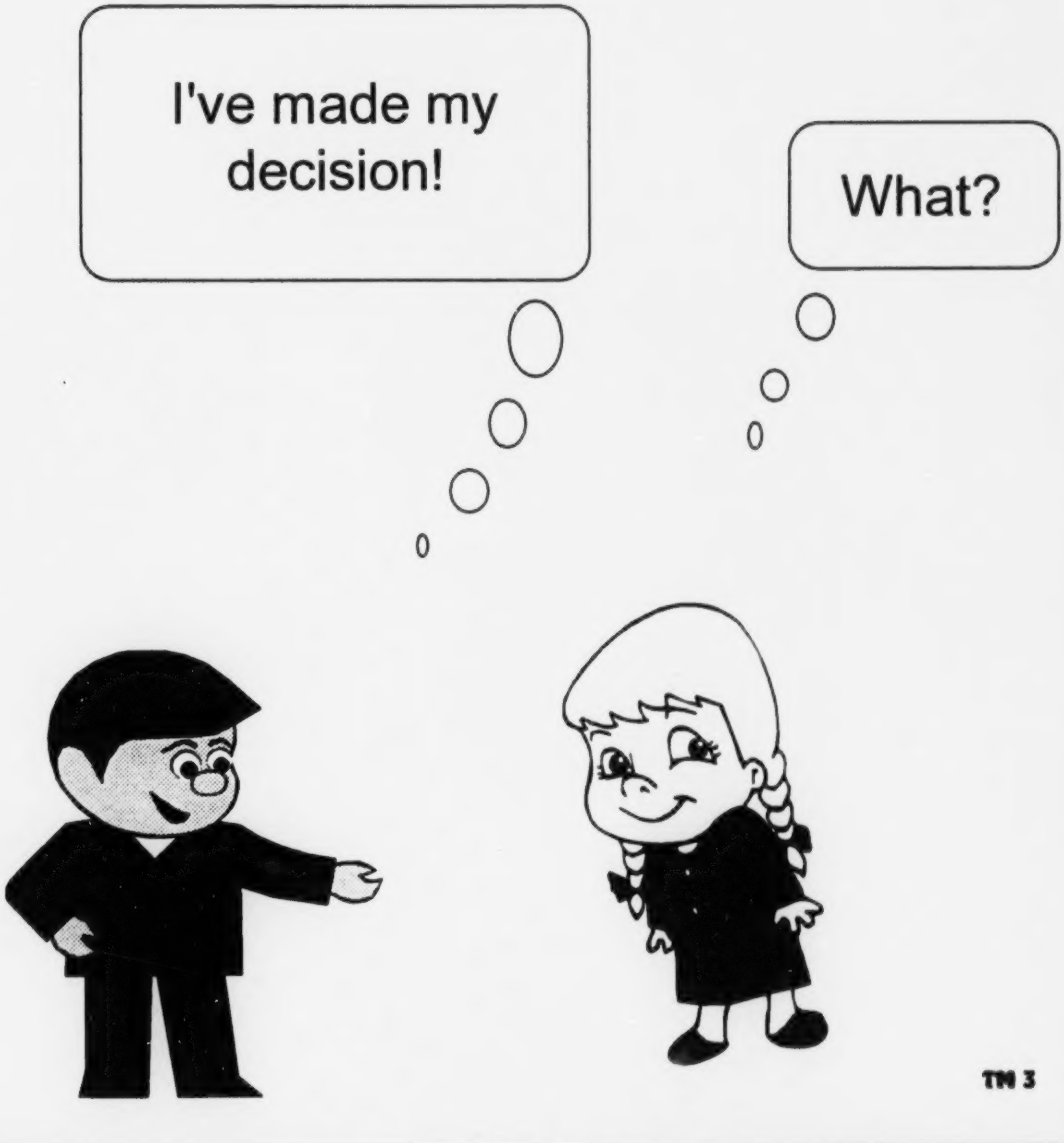
TM 1

ALL I EVER WANTED TO DO WAS DELIVER NEWSPAPERS

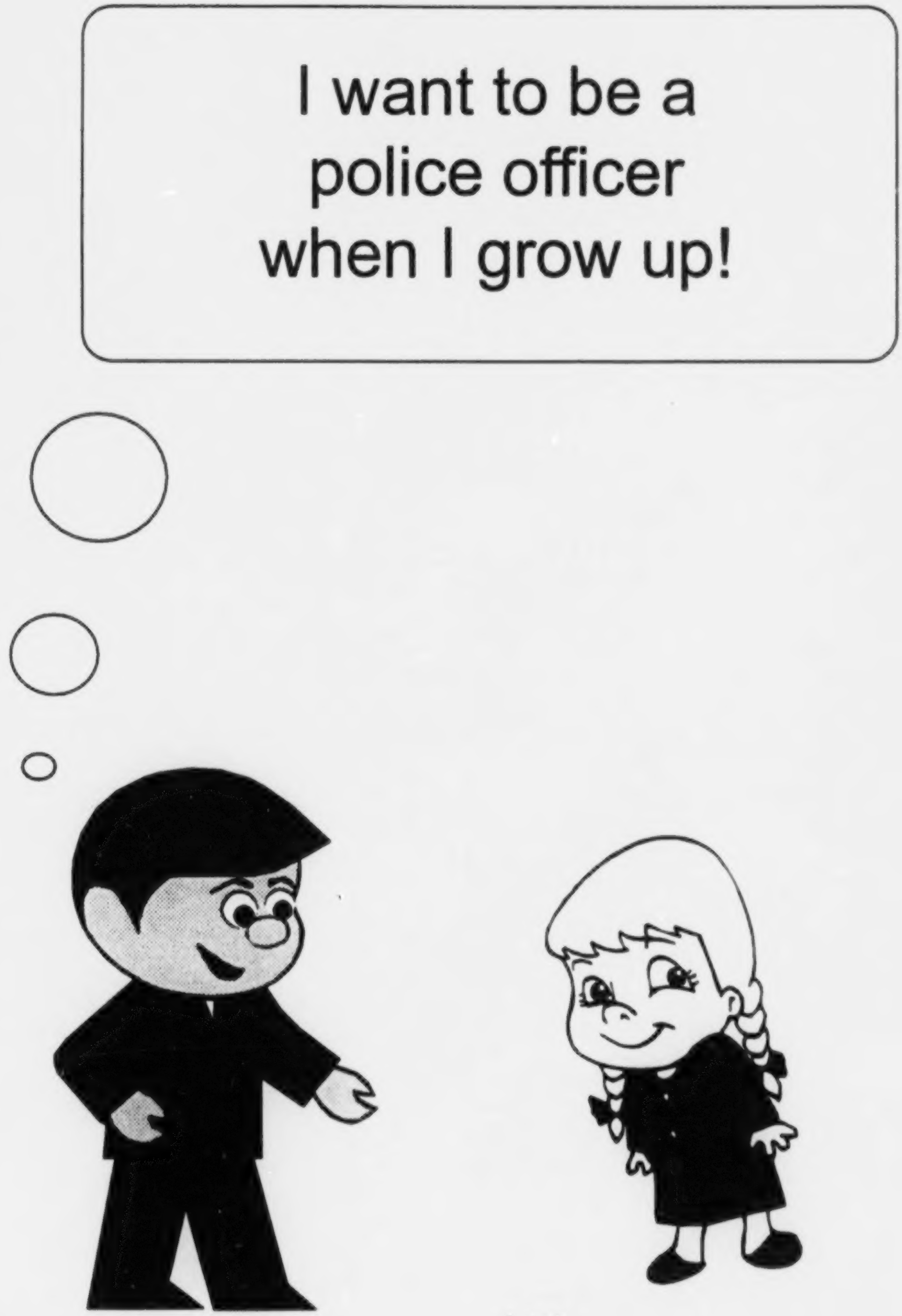

Pittsburgh PRESS
PRESIDENT

TM 2

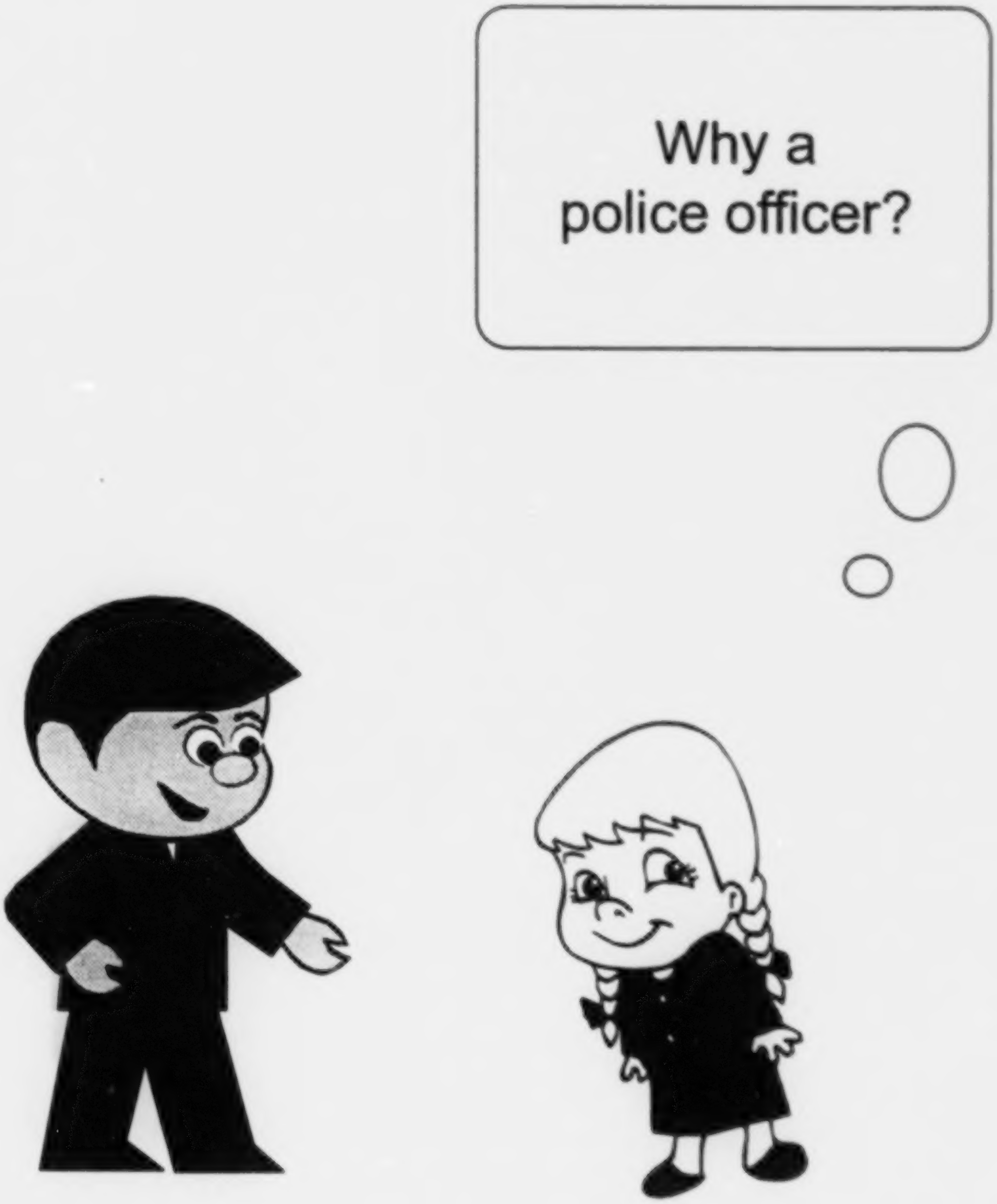
CAREER DECISION MAKING SHOULD BE DONE ONLY AFTER MUCH THOUGHT


I've made my decision!
What?

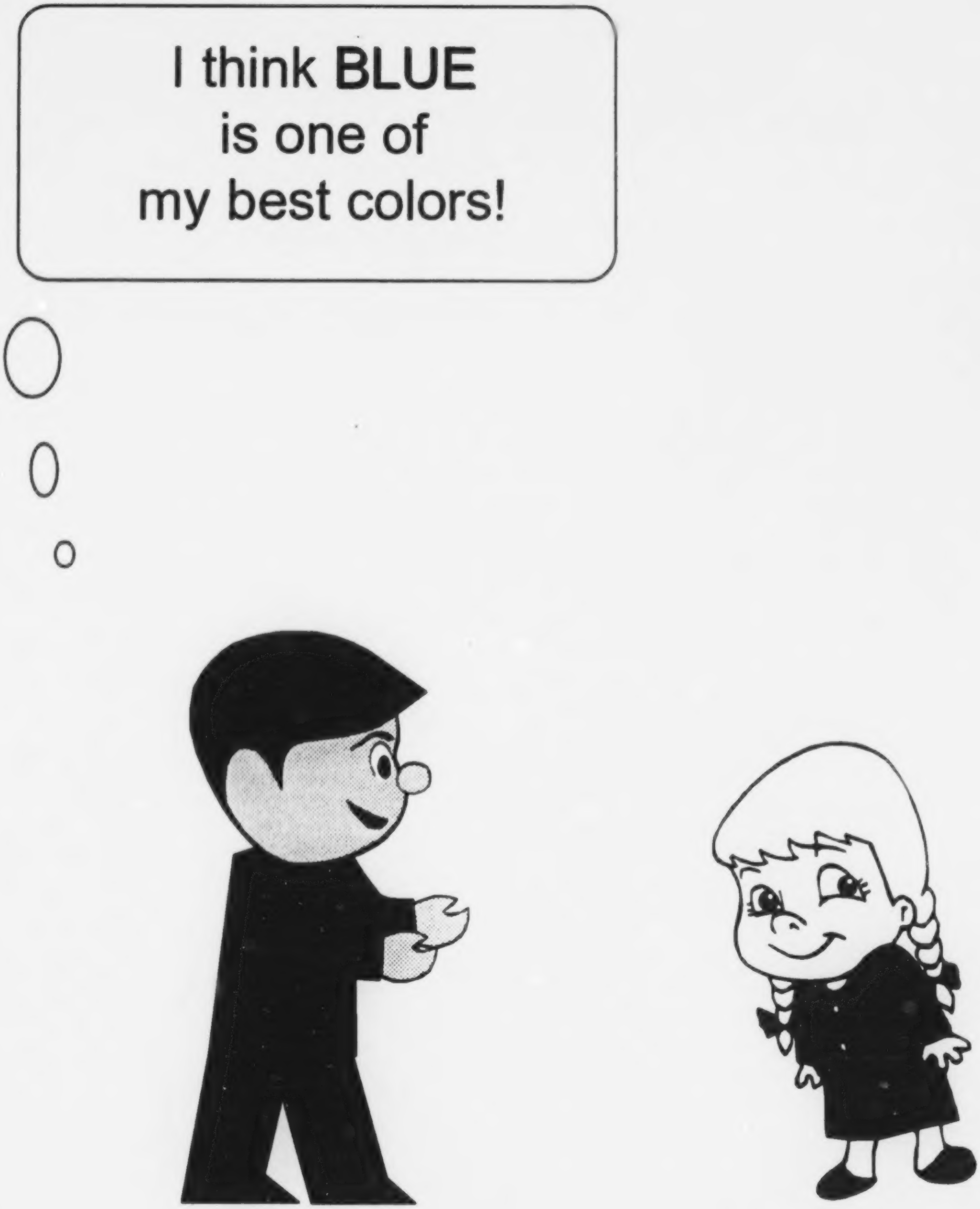
TM 3


I want to be a police officer when I grow up!

TM 4


Why a police officer?

TM 5


I think **BLUE**
is one of
my best colors!

TM 6

ACTIVITY SHEET 1: SURVEY OF CAREER CHOICE--ACCIDENT OR PLANNED?

DIRECTIONS:

A. Ask your parents, teachers, neighbors, relatives, etc., the following questions.

B. Tally the answers.

C. Share your information with the class.

	TOTAL	
	Yes	**No**
1. Did you plan the career you have now?		
2. Are you happy with the career you have?		
3. Is there another career you would like to have?		
4. If you could change careers at this point in your life, would you?		
5. Would you have liked help in making career decisions when you were younger?		

ACTIVITY SHEET 2: SURVEY OF CAREER MOVES

DIRECTIONS:

A. Ask your parents, teachers, neighbors, relatives, etc., the following questions.

B. Share your information with the class.

NOTE You should interview at least five different people.

INTERVIEWEES' NAMES	How many times have you changed jobs?	What was the main reason for changing jobs?	Are you happy with the career you now have?	Did you receive any help in making your career decisions?	Would you have taken a course that taught you career decision-making steps, if it were offered?

INFORMATION SHEET 3: CAREER DECISION-MAKING STEPS

I. Know Yourself.

A. Your interests

B. Your strengths and weaknesses

1. Your abilities
2. Your aptitudes
3. Your ability to cope with change
4. Your leadership traits

C. The lifestyle you wish to have

D. Your physical characteristics

EXAMPLE: Do you have a physical disability that would make it difficult for you to do specific tasks required of a career?

E. Your personality characteristics

1. Do you get along with most people?
2. Do you have a hard time holding your temper?

F. Ask yourself what you want out of work.

1. The amount of money you wish to make
2. Whether prestige is important to you
3. Whether job security is important to you
4. The amount of leisure time you wish to have
5. The type of working conditions

II. List All the Careers You Think You Would Like to Have.

NOTE Do not reject any careers at this point.

III. Gather Occupational and Labor Market Information Concerning Careers That Interest You.

- A. What are the educational requirements?
- B. What are the training requirements?
- C. What are the abilities and/or aptitudes required?
- D. What are the physical requirements?
- E. What are the personality requirements?
- F. What are the working hours?
- G. What is the salary range?
- H. Is it a prestigious career?
- I. What is the outlook for the career?

IV. Match What You Know about Yourself to the Information You Gathered about the Careers.

V. Choose the Career That **Best** Matches What You Know about Yourself and **Act** on Your Decision.

- A. Set goals for reaching your career.
- B. Make plans for reaching your goals.

VI. Review Often and Modify Your Decision if Necessary.

- A. As you experience new things, your interests may change.
- B. Check the outlook of the career often; it could no longer exist by the time you are ready to enter it.
- C. Those things important to you in a career could change as you grow older.

VII. Your Actions Today Could Impact Your Future Career Options.

- A. Drug testing
- B. Criminal records
- C. Attendance in school

STEPS TO CAREER DECISION MAKING:

1. **Know yourself.**
2. **List all the careers you think you would like to have.**
3. **Gather OCCUPATIONAL and LABOR MARKET information.**
4. **Match what you know about yourself to the information you gathered about the careers.**
5. **Choose the career that *BEST* matches what you know about yourself and *ACT* on that decision.**
6. **Review often and modify your decision if necessary.**

TM 7

ACTIVITY SHEET 3: FACTS ABOUT YOURSELF

DIRECTIONS: List those things you know about yourself in the appropriate columns.

INTERESTS	ABILITIES	APTITUDES	LIFESTYLE NEEDS	OTHER FACTS ABOUT YOURSELF

431

ACTIVITY SHEET 4: LISTING POSSIBLE CAREERS

DIRECTIONS: You've been investigating many career opportunities while taking this course. List 15 careers that you would be interested in pursuing.

____

____

____

____

____

____

____

____

____

____

____

____

____

____

____

INFORMATION SHEET 4: WHAT CAREER GROUPS ARE AVAILABLE?

AGRICULTURE SCIENCE AND TECHNOLOGY CAREERS

Occupations involved in this group are involved in agriculture, the environment, and natural resources, including earth sciences, environmental sciences, marine sciences, plant sciences, and animal sciences. These may include horticulturist, fish/game warden, conservationist, biological scientist, geologist, veterinarian, and production agriculture.

ART, COMMUNICATIONS, AND MEDIA CAREERS

Occupations involved in the advanced performing, visual, literary, and media arts, humanities, and culture. These may include architecture, interior design, creative writing, film, fine arts, graphic design and production, journalism, radio, television, advertising, public relations, and religion.

BUSINESS AND MARKETING CAREERS

Occupations involved in the business environment. These may include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

HEALTH SCIENCE TECHNOLOGY CAREERS

Occupations involved in the promotion and maintenance of health and the treatment of disease. These may include health assessment and treatment, health services, diagnosing practitioners, health technologists and technicians, research, prevention, treatment, and related technologies.

HUMAN DEVELOPMENT, MANAGEMENT, AND SERVICES CAREERS

Occupations involved in the improvement of individual and family health and well-being. These may include family relations, economics, and home management education, including child and elderly care, food and beverage preparation and service, lodging and related services, and personal and social services.

INDUSTRIAL AND ENGINEERING TECHNOLOGY CAREERS

Occupations related to the technologies necessary to design, develop, install, and maintain physical systems. These may include engineers, architects and surveyors; printing; manufacturing; mechanics, installers and technicians; construction; plant and system operations; and technologies other than health.

PERSONAL AND PROTECTIVE SERVICES CAREERS

Occupations involved in the personal improvement, the comfort and appearance of a person and his/her possessions, and in benefitting society as a whole. These may include legal and protective services; social, recreational, and leisure services; personal, building, and grounds services; and material and people moving services.

ACTIVITY SHEET 5: RANKING YOUR CAREER OPTIONS

DIRECTIONS: The purpose of this activity is to give you insight into the career decision-making process. For example, if you listed two or more careers in ACTIVITY SHEET 4 that are within the same group, it might be a signal that you have an interest in other careers within the group. In addition, listing careers within the same group can give you an idea of job entry requirements.

A. If you had two or more careers listed within the same group, use that group as a basis for listing five other careers within the group and then rank them in order of preference.

OR

B. If you did not list two careers within the same group, pick the career you listed that you most would like to pursue, find out which group it belongs to, and then list five careers within the group and rank them as instructed above.

CAREERS **RANKING**

C. Name the career group here: ______________________________

D. Follow the directions listed above to determine your second career group choice.

CAREERS **RANKING**

____

____

____

____

____

E. Name your second career group choice: ________________________

ACTIVITY SHEET 6: RESEARCHING CAREERS

DIRECTIONS:	Locate information about three careers identified as interests in ACTIVITY SHEET 5. Write a report on each of these careers. Organize each report as instructed below.
First Paragraph:	Using the information you have already learned about yourself (such as interests, abilities, aptitudes, etc.), write an introductory paragraph. Include the job that you are researching and how it fits your personal characteristics.
Second Paragraph:	Describe the nature of the work. Include the duties of the job, working conditions, and any special skills or tools needed for the job. Also include how you get into the field.
Third Paragraph:	Explain what the possible earnings are, and if there are any fringe benefits to the job. Discuss the employment outlook for the job also.
Fourth Paragraph:	Include the levels of education needed for this job, subjects that would be useful to study in school, and possible post secondary schools to attend. Include at least three possible related occupations.
Fifth Paragraph:	This paragraph is for students interested in getting a bonus on the assignment. You must find someone in the occupation and give factual statistics about the job. (Bonus--up to 10 points)

ACTIVITY SHEET 7: MATCHING CAREERS TO WHAT YOU KNOW ABOUT YOURSELF

DIRECTIONS: You are now getting to a very important step in the career decision-making process. You must now match the information you gathered about the careers you would like to pursue to the information about yourself. To complete the chart, first list the careers researched in ACTIVITY SHEET 6, and then answer the questions.

	CAREER TITLE #1	CAREER TITLE #2	CAREER TITLE #3
Do I possess the intelligence and motivation to pursue the education/training required?			
Do I possess the physical requirements? If no, could the job be done with special tools or accommodations?			
Do I possess the personal requirements?			
Will the salary suit my future lifestyle?			
Will the working conditions suit my desires?			
Is the outlook ranked from Good-Excellent?			

437

ACTIVITY SHEET 8: NARROWING YOUR PROSPECTS DOWN TO TWO CAREERS

DIRECTIONS: Using the information you gained in ACTIVITY SHEET 7: MATCHING CAREERS TO WHAT YOU KNOW ABOUT YOURSELF . . .

A. Choose the two careers you feel most closely match what you know about yourself. Write these careers in the columns on the chart.

B. For each of the ten questions, place a checkmark under the career that rates the highest.

		CAREERS	
1.	Which best fits my ability level?		
2.	Which best fits my aptitudes?		
3.	Which has the education/training requirements that I would most likely be successful in?		
4.	Which has the education/training requirements in which I most likely will be able to afford?		
5.	In which career am I most interested?		
6.	Which comes closest to allowing me to lead the lifestyle I wish?		
7.	Which career will provide me with the income level I most desire?		
8.	Which career has the best outlook?		
9.	Which career comes closest to providing me with the type of working conditions I desire?		
10.	In which career do I feel I will be happiest?		

ACTIVITY SHEET 9: CHOOSING A TENTATIVE CAREER AND SETTING GOALS

DIRECTIONS: Whew! You are now at the most important step in the career decision-making process. Remember, choosing a career at this point in your life does not mean you have to stick to it forever!

1. State below the career group that contained the most careers you would like to pursue.

   ____

2. State the career that most closely matches what you know about yourself (from ACTIVITY SHEET 8).

   ____

3. Describe five short-range goals that will assist you in pursuing this career.
   a.

   b.

   c.

   d.

   e.

ACTIVITY SHEET 10: A GUIDE FOR EVALUATING CAREER DECISIONS

DIRECTIONS: One of the important things to remember about the career decision-making process is that both you and the world of work are likely to change a great deal. That means that the decision you make now may not always be the one you want, nor the one that best makes use of your talents. The following checklist may be used at any point in your life when you want to make sure that your career decision is still **# 1.**

Answer the following statements by checking the "yes" column if you agree with the statement or the "no" column if you do not agree with the statement, or if it does not apply to you.

		YES	NO
1.	I've been thinking about other careers a lot lately.		
2.	I will no longer be able to pursue the education/training needed to have the career I want.		
3.	The outlook for the career I chose is no longer good.		
4.	I have experienced new things that have caused my interests to sway in another direction.		
5.	Something has happened in my life that would hurt my chances for having the career I want. (**Example:** family, money, etc.)		
6.	Those things that were important to me when I made my decision are no longer important. (**Example:** prestige, salary amounts, etc.)		
7.	The career I chose has changed a great deal since I made my decision; I'm afraid that I will not like it as well.		
8.	I am no longer happy with my choice.		

		YES	NO
9.	Friends, relatives, teachers, etc., have told me that my choice was not a good one.		
10.	If I checked "yes" to most of the above statements, is it cause for me to change my career choice?		

If so, you may want to go through the career decision-making process again.

441

UNIT VI-4 TEST

A. Match the following terms with their definitions by placing the correct letter in the blank at the left.

____ 1. those things needed in a career, such as ability to get along well with others, an even temperament, ambition, a neat appearance, emotional stability, etc.

____ 2. a strong desire, feeling, etc., that makes you want to do something

____ 3. The process of observing a worker at the work site to determine the actual job tasks performed

____ 4. a condition that impairs the ability to perform the activities of daily living

____ 5. those things needed in a career, such as good vision, good hearing, normal color vision, full use of all limbs, etc.

a. Disability

b. Motivation

c. Personal requirements

d. Physical requirements

e. Shadowing

B. Answer the following questions True if the statement is correct and False if the statement is incorrect by placing a "T" for True or an "F" for False in the space at the left.

____ 1. Most people leave career decisions to chance; therefore, they never are really happy with what they do for a living.

____ 2. Most careers do not require education and/or training after high school.

____ 3. Most educational and/or training programs require their students to complete certain courses in high school before enrolling in their programs.

____ 4. Having a plan or goal now of what career you would like to have in the future can help you choose courses in high school that will help prepare you for your education and/or training.

____ 5. Once you make a career decision you never have to do it again.

____ 6. Everyone has a career that is perfect for him/her.

____ 7. Change in both you and the world of work is certain.

____ 8. Most people could be successful and happy in a number of different careers.

_____ 9. Career decisions may be unreachable because of change in the job market.

_____ 10. Career decisions may be unreachable because outside forces such as marriage and family may prevent you from pursuing the career you wish.

C. Rank the following steps in the order that they need to be done in the career decision-making process.

_____a. List all the careers you think you would like to have.

_____b. Gather occupational and labor market information concerning careers that interest you.

_____c. Know yourself.

_____d. Review often and modify your decision if necessary.

_____e. Match what you know about yourself to the information you gathered about the careers.

_____f. Choose the career that best matches what you know about yourself and act on your decision.

D. Fill in the blanks by using the words listed below to complete the following statements.

plans **change** **goals**

remain the same **best** **act**

1. You should set __________ for reaching your career.
2. Those things important to you in a career could __________ as you grow older.
3. Choose the career that __________ matches what you know about yourself and __________ on your decision.

UNIT VI

Module 4: *Making Career Plans*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1-10

Evaluated to the satisfaction of the teacher. However, activities related to the career decision-making process should be checked carefully for accuracy in occupational/labor market information and the students' characteristics.

UNIT VI-4
ANSWERS TO UNIT TEST

A.
1. c
2. b
3. e
4. a
5. d

B.
1. T
2. F
3. T
4. T
5. F
6. F
7. T
8. T
9. T
10. T

C.

a. 2
b. 3
c. 1
d. 6
e. 4
f. 5

D.
1. goals
2. change
3. best; act

TEACHER PREPARATION

UNIT VI

Module 5: *Exploring the High School Curriculum*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (VI-5-7)	1 (VI-5-8, 9)
2 (VI-5-10, 11, 12)	2 (VI-5-15)
3 (VI-5-16)	3 (VI-5-20)

UNIT VI-5 TEST (VI-5-21, 22, 23, 24)

Make Transparencies of:

- TM 1 (VI-5-13)
- TM 2 (VI-5-14)
- TM 3 (VI-5-17)
- TM 4 (VI-5-18)
- TM 5 (VI-5-19)

Each Student Will Need:

- for ACTIVITY SHEET 2 (VI-5-15): *materials for creating a brochure*

Additional Preparation:

- for INFORMATION SHEET 3 (VI-5-16): *if possible, high school handbook for all students*

UNIT VI

Module 5: *Exploring the High School Curriculum*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VI-5-7): TERMS AND DEFINITIONS**

1. Discuss the terms and definitions.
2. Have the students complete **ACTIVITY SHEET 1 (VI-5-8, 9): WORD FIND** to reinforce this area of instruction.

NOTE

Recommend to students that they involve their parents/guardians in discussions and activities about exploring the high school curriculum.

B. **INFORMATION SHEET 2 (VI-5-10, 11, 12): LEARNING ABOUT HIGH SCHOOL REQUIREMENTS**

NOTE

State graduation requirements may change in the future. Refer to your local board policy for current graduation requirements.

1. Discuss the information contained in the Information Sheet.
2. Use **TM 1 (VI-5-13): REASONS FOR A GRADUATION PLAN** to reinforce the importance of learning about high school requirements.
3. Stress the differences among the three programs of study.
4. Use **TM 2 (VI-5-14): THREE TYPES OF PROGRAMS IN HIGH SCHOOL** to reinforce the identification of the three programs of study in high school.
5. The school counselor should be contacted to further explain changes in curriculum.
6. **ACTIVITY SHEET 2 (VI-5-15): ELECTIVE BROCHURE.** This activity gives students the opportunity to research an elective course and to relate the skills gained from school courses to the world of work. Have students give a 2-minute presentation about their brochure, then pass all brochures around the class. Students will gain from each other's work.

C. INFORMATION SHEET 3 (VI-5-16): LEARN WHAT IS OFFERED IN YOUR HIGH SCHOOL

1. If possible, secure high school handbooks for all students.

2. Arrange for students to visit the high school prior to enrolling so that they can become accustomed to the change and have an opportunity to ask questions.

3. Use **TM 3 (VI-5-17): WHERE TO FIND OUT WHAT COURSES ARE AVAILABLE IN YOUR HIGH SCHOOL** to reinforce this area of instruction.

4. Reinforce the fact that even though many courses are required, there are still electives that must be chosen.

5. Use **TM 4 (VI-5-18): NO MATTER WHAT PROGRAM YOU CHOOSE, YOU STILL HAVE ELECTIVES** to reinforce this point.

6. Reinforce the fact that several specific courses can satisfy the requirements of a required course.

7. Stress to the students that their school district may not offer all the courses which may be selected to satisfy the required courses; therefore, they need to know courses it does offer.

8. Inform the students of the importance of knowing whether a course has a prerequisite and what the prerequisite is.

9. Use **TM 5 (VI-5-19): MANY COURSES HAVE PREREQUISITES** to reinforce this point.

10. Arrange for one or several of the following resource persons to speak to the class.

    (1) High School counselor

    (2) High school principal

    (3) High school teachers

11. Older students in high school can often provide a motivating presentation to younger students. Various student organizations could be grouped to provide a presentation. Examples are:

    (1) Student Council

    (2) National Honor Society

    (3) Vocational youth organizations

    (4) Key Club

12. **ACTIVITY SHEET 3 (VI-5-20): PREREQUISITES CAN MAKE A DIFFERENCE** will help students to understand the meaning of the term prerequisite.

NOTE

This activity is also an excellent source for "laying out" what courses to take in high school and in what order they must be completed.

II. Unit VI-5 Test (VI-5-21, 22, 23, 24)

III. Answers to Activity Sheets and Unit VI-5 Test (VI-5-25, 26)

UNIT VI

Module 5: *Exploring the High School Curriculum*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

ACHIEVEMENT RECORD	a listing of courses taken in high school, the grades received in the courses, the number of credits awarded, accomplishments, and achievements
CREDIT	official recognition of successful completion of a course during a semester will earn one-half credit
CURRICULUM	the course or plan of study in a school
FRESHMAN ORIENTATION	the act of making a student entering the ninth grade in high school used to the new situation

NOTE A review of requirements, policies, etc. is usually given at freshman orientation.

ELECTIVE COURSES	those courses that you *choose* to take
PREREQUISITE	something that is needed before something else can happen or be done

EXAMPLE: Before taking Algebra II, you must take Algebra I.

REQUIRED COURSES	those courses that must be taken to meet your school district's or the state's requirements for graduation
SEMESTER	either of the two terms which usually make up a school year
TRANSCRIPT	a copy of your record in school showing the grades you received in your courses; required for admission to most colleges and universities
UNIT	means the same as credit; one unit is equal to one credit

ACTIVITY SHEET 1: WORD FIND

DIRECTIONS: Using the following terms, first complete the sentence and then locate the term in the word find.

Achievement	**Credit**	**Curriculum**	**Orientation**	**Elective**
Prerequisite	**Required**	**Semester**	**Transcript**	**Unit**

A	B	T	I	J	L	D	B	H	Y	W	E	C	S	P	L	M	H	N	U	C
M	U	O	P	F	C	Z	U	K	C	H	F	H	W	E	C	N	K	I	S	Y
F	O	C	U	R	R	I	C	U	L	U	M	D	Y	W	O	A	D	I	B	M
E	B	P	K	L	E	E	G	T	H	I	J	V	Z	D	A	C	G	T	S	J
W	E	R	E	B	Q	T	Y	R	E	I	P	J	V	T	S	H	H	I	P	V
T	O	E	E	V	U	W	O	I	N	B	W	Q	I	E	N	I	X	C	I	P
Q	P	R	W	C	I	N	K	L	V	S	E	M	E	S	T	E	R	P	U	Y
E	S	E	R	Y	R	B	J	O	N	I	P	F	R	E	S	V	U	O	Z	E
V	U	Q	F	U	E	H	P	C	R	D	T	L	N	U	X	E	N	P	L	S
S	O	U	U	W	D	D	E	O	I	I	W	U	Y	T	L	M	E	B	I	M
W	I	I	E	V	B	N	I	K	D	W	E	N	O	L	P	E	V	O	L	T
X	C	S	S	R	I	V	N	E	O	Q	S	N	L	R	J	N	K	L	U	W
S	I	I	C	W	U	Y	R	W	O	U	E	M	T	L	K	T	J	U	M	O
Q	U	T	N	X	Y	C	O	M	K	N	A	I	Z	A	B	S	L	O	N	J
W	E	E	I	T	X	J	P	L	N	I	B	V	J	D	T	W	O	L	Q	P
S	T	R	A	N	S	C	R	I	P	T	W	I	H	I	D	I	P	Y	I	N
E	U	B	J	O	P	D	C	F	G	H	Y	R	S	X	H	J	O	C	Z	T
R	O	D	E	L	E	C	T	I	V	E	G	U	O	V	D	V	I	N	T	C
F	I	N	H	J	L	E	X	F	T	B	U	I	O	P	S	X	Z	R	G	B
C	U	O	L	M	V	D	W	S	Z	C	Y	U	P	H	N	E	C	S	W	U

1. The course or plan of study in school is the __________.

2. ______________ courses are those courses that you *choose* to take.

3. Those courses that must be taken to meet your school district's or the state's requirements for graduation are ______________ courses.

4. The official recognition of successful completion of a course during a semester will earn a ______________.

5. A(n) ________________ record is a listing of courses taken in high school, the grades received in the courses, the number of credits awarded, accomplishments, and achievements.

6. The act of making a student entering the ninth grade in high school used to the new situation is freshman ____________________.

7. A ________________ is something that is needed before something else can happen or be done.

8. Either of the two terms which usually make up a school year is called a ________________.

9. ________________ means the same thing as a credit.

10. A copy of your record in school showing the grades you received in your courses is called a ________________.

INFORMATION SHEET 2: LEARNING ABOUT HIGH SCHOOL REQUIREMENTS

I. Why You Need to Know What Courses Are Available in High School

  A. You now have to make a tentative graduation plan.

    1. You will need to know what courses are required for graduation.

    2. You will need to know the required courses and elective courses available at your high school.

  B. Your course selections should help to prepare you for:

    1. A career

    2. Further education and/or training

II. The Three Types of High School Programs in Texas

  A. Required

    1. Requires 22 credits for graduation

    2. Courses that must be completed for graduation:

      a. **English Language Arts**--4 credits

        (1) English I, II, III

        (2) The 4th credit of English may be satisfied by English IV, Research/Technical Writing, Creative/Imaginative Writing, Practical Writing Skills, Literary Genres, Business Communications, Journalism, or concurrent enrollment in a college English course.

      b. **Mathematics**--3 credits (to include Algebra I)

      c. **Science**--2 credits (to include one from Biology, Chemistry, or Physics)

      d. **Social Studies**--2 1/2 credits

        (1) World History Studies or World Geography Studies--1 credit

        (2) United States History (since Reconstruction)

        (3) United States Government--1/2 credit

e. **Economics**, emphasis on the free enterprise system and its benefits--1/2 credit

f. **Academic Elective**--1 credit from World History, World Geography, or any science course

g. **Physical Education**--1 1/2 credits (including 1/2 credit in Foundations of Personal Fitness)

h. **Health Education**--1/2 credit (Health or Health Science Technology)

i. **Speech--**1/2 credit

j. **Technology Applications**--1 credit

k. **Electives**--5 1/2 credits

B. Recommended High School Program

1. Requires 24 credits for graduation

2. Courses that must be completed for graduation:

a. **English Language Arts**--4 credits (English I, II, III, an IV)

b. **Mathematics**--3 credits (Algebra I, Algebra II, and Geometry)

c. **Science**--3 credits (from Integrated Physics and Chemistry, Biology, Chemistry, or Physics)

d. **Social Studies**--3 1/2 credits (including World History Studies, World Geography Studies, U.S. History Studies since Reconstruction, and Government)

e. **Economics**--1/2 credit

f. **Other Language**--2 credits (Level I and II in the same language)

g. **Physical Education**--1 1/2 credits (including 1/2 credit in Foundations of Personal Fitness)

h. **Health Education**--1/2 credit (Health or Health Science Technology)

i. **Fine Arts**--1 credit

j. **Speech**--1/2 credit (Communications Applications)

k. **Technology Applications**--1 credit

l. **Electives** (option I, II, or III)--3 1/2 credits

C. Distinguished Achievement Program

1. Requires 24 credits for graduation

2. Courses required for graduation:

    a. **English Language Arts**–4 credits (English I, II, III, and IV)

    b. **Mathematics**–3 credits (Algebra I, Algebra II, and Geometry)

    c. **Science**--3 credits (from Integrated Physics and Chemistry, Biology, Chemistry, or Physics)

    d. **Social Studies**--3 1/2 credits (including World History Studies, World Geography Studies, U.S. History since Reconstruction, and Government)

    e. **Economics**–1/2 credit

    f. **Other Language**--3 credits (Level I, II, and III of the same language)

    g. **Physical Education**–1 1/2 credits (including 1/2 credit in Foundations of Personal Fitness)

    h. **Health Education**--1/2 credit (Health or Health Science Technology)

    i. **Fine Arts**–1 credit

    j. **Speech**–1/2 credit

    k. **Technology Applications**–1 credit

    l. **Electives (option I, II, or III)**–2 1/2 credits

    m. **Advanced Measures**–(any combination of 4 of the following: original research/project, test data, college courses with 3.0 or higher on courses that count for college credit)

REASONS FOR A GRADUATION PLAN:

1. You need to know what courses are *REQUIRED* for graduation

2. You need to know what *ELECTIVES* are available in your high school

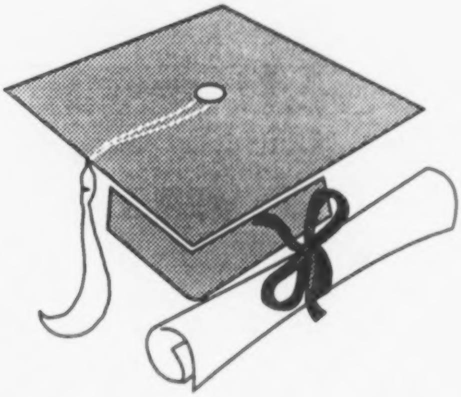
TM I

THREE TYPES OF PROGRAMS IN HIGH SCHOOL:

1. Required Program

2. Recommended Program

3. Distinguished Achievement Program



TM 2

ACTIVITY SHEET 2: ELECTIVE BROCHURE

DIRECTIONS: Your task is to create a brochure describing one elective course you plan to take during high school. You must include:

1. The name of the course
2. A complete description of the course
3. A list of some of the skills or knowledge that will be gained by taking the course
4. The prerequisites
5. A list of occupations to which the skills and knowledge acquired in this course would relate

Use your imagination! The brochure should be creative, informative, and eye-catching. Think of it as an advertisement for the course.

INFORMATION SHEET 3: LEARN WHAT IS OFFERED IN YOUR HIGH SCHOOL

I. How to Find What Courses Are Available to You in Your High School

  A. Check to see if your high school has a handbook with a listing of the courses offered and an explanation of what is covered in the courses.

  B. Your school counselor can help you discover what courses are available to you in high school.

  C. Talk to the teachers who teach in the high school to find out what they teach in their classes.

  D. Check to see if your high school has a freshman orientation—if so, attend!

  E. Talk to students in the high school; they can often tell you what is taught in the classes and whether they feel it is worthwhile to take the courses.

II. If So Many Courses Are Required, Why Worry about What Courses to Take?

  A. If you choose the Required high school program, you will have five and one-half electives you must select.

  B. If you choose the Recommended high school program, you will have three and one-half electives you must select.

  C. The electives you choose should help prepare you for:

    1. Further education and/or training

    2. Your future career

  D. You have several different courses from which to choose to satisfy the required courses such as English, math, and science.

  E. Most school districts cannot offer all of the courses that can be used to fulfill this requirement; therefore, you need to know what courses are available.

  F. Many courses have prerequisites.

    1. Prerequisites are necessary so that you can have background information and knowledge before entering the course.

    2. The prerequisite saves time given to instruction of subject matter which could have been given earlier in school.

    3. Prerequisites allow instruction to be devoted to more important information.

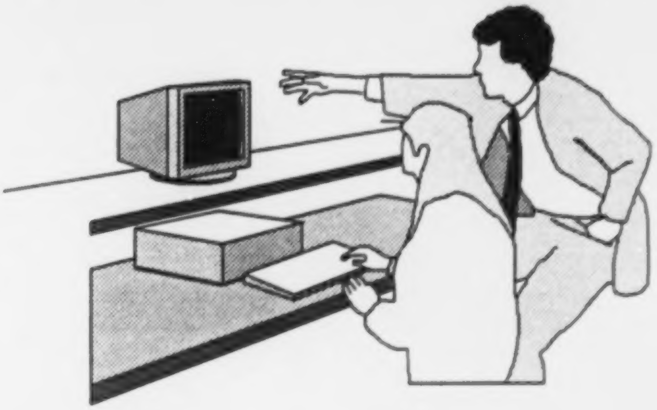
WHERE TO FIND OUT WHAT COURSES ARE AVAILABLE IN YOUR HIGH SCHOOL:

- Handbook
- Counselor
- Teachers
- Students
- Freshman Orientation

TM 3

NO MATTER WHAT PROGRAM YOU CHOOSE, YOU STILL HAVE ELECTIVES

- **REQUIRED PROGRAM--5 1/2 ELECTIVES**

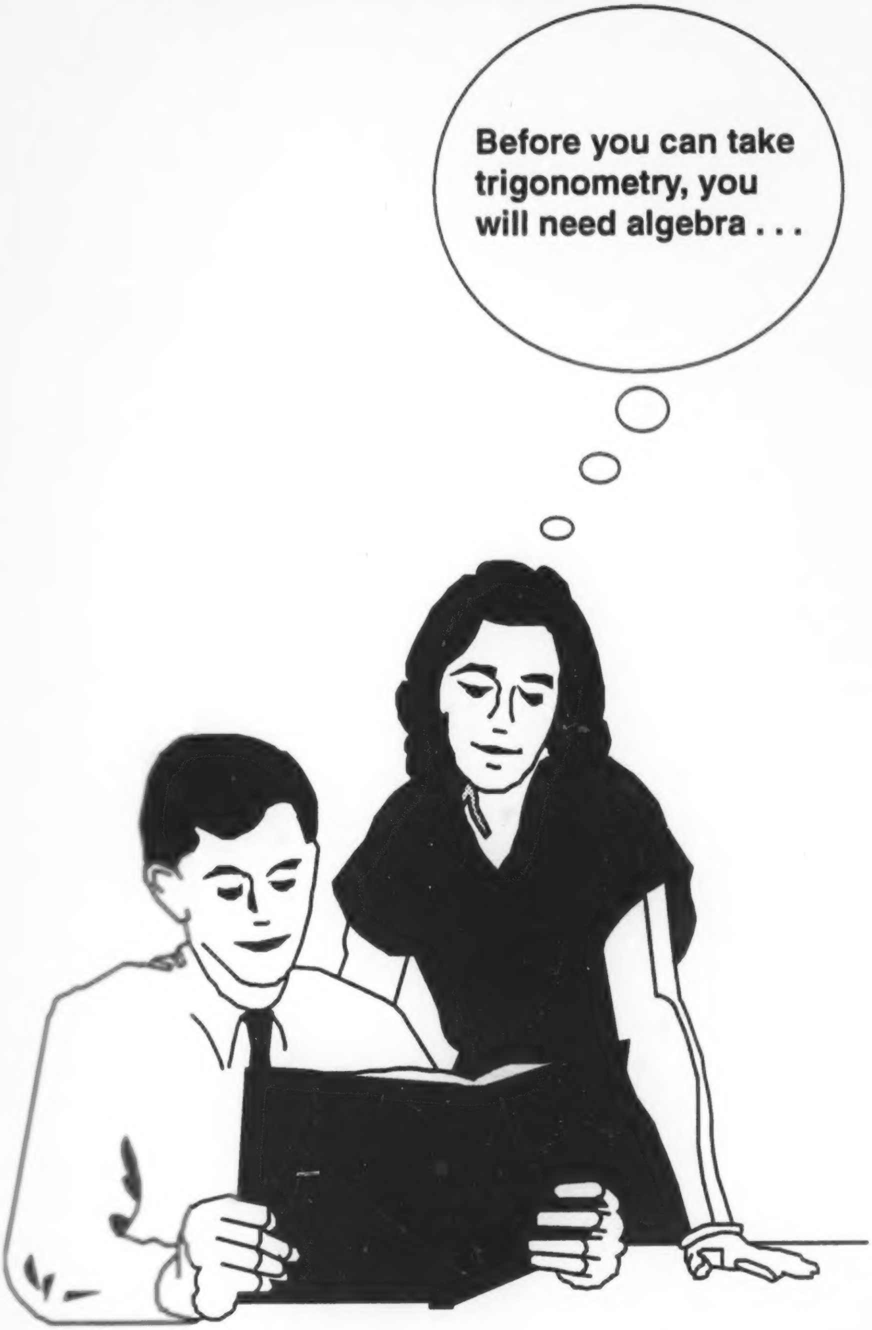


- **RECOMMENDED PROGRAM--3 1/2 ELECTIVES**

- **DISTINGUISHED ACHIEVEMENT PROGRAM--2 1/2 ELECTIVES**

TM 4

MANY COURSES HAVE PREREQUISITES


Before you can take trigonometry, you will need algebra . . .

TM 5

ACTIVITY SHEET 3: PREREQUISITES CAN MAKE A DIFFERENCE

DIRECTIONS: Some courses require that you have certain knowledge from other courses prior to enrolling in them. These other courses are called prerequisites. Using resources available to you, such as a high school handbook, resource persons, etc., find which courses have prerequisites.

NOTE If your school district has several, list only those courses you are interested in taking.

1. In the first column, list the course name that has a prerequisite.
2. In the second column, list what the prerequisite is.

COURSE	PREREQUISITE

UNIT VI-5 TEST

A. Answer the following questions by circling the letter beside the correct answer.

1. A listing of courses taken in high school, the grades received in the courses, the number of credits awarded, accomplishments and achievements is a(an):

   a. credit
   b. curriculum
   c. achievement record
   d. none of the above

2. The course or plan of study in a school is a:

   a. freshman orientation
   b. curriculum
   c. semester
   d. unit

3. The act of making a student entering the ninth grade in high school used to this new situation is:

   a. elective courses
   b. prerequisite
   c. semester
   d. freshman orientation

4. Official recognition of successful completion of a course during a semester will earn you one-half:

   a. transcript
   b. point
   c. credit or unit
   d. none of the above

5. Those courses you **choose** to take are:

   a. required courses
   b. elective courses
   c. semester
   d. none of the above

6. Something that is needed before something else can happen or be done is a(an):

   a. transcript
   b. prerequisite
   c. unit
   d. none of the above

7. Those courses that must be taken to meet your school district or state requirements for graduation are:

   a. elective courses
   b. required courses
   c. units
   d. none of the above

8. Means the same as a credit:

   a. semester
   b. unit
   c. transcript
   d. none of the above

9. A copy of your record in school showing the grades you received in your courses; required for admission into most colleges and universities is a(an):

   a. achievement record
   b. required courses
   c. transcript
   d. none of the above

10. Either of the two terms which usually make up a school year is known as:

   a. semester
   b. quarter
   c. term
   d. none of the above

B. Answer the following statements True or False by placing a "T" for True or an "F" for False in the space at the left.

_____ 1. One reason you need to know what courses are available to you in high school is that you will soon have to make a tentative graduation plan.

_____ 2. The three types of high school programs are: Required, Recommended, and Distinguished Achievement.

_____ 3. Your diploma will list your accomplishments, achievements, and courses completed.

_____ 4. You must complete 22 credits for graduation through the Required high school program.

_____ 5. The Recommended high school program requires you to complete 20 credits.

_____ 6. A seal will be attached to your transcript to show what type of program you completed in high school.

_____ 7. The physical education requirement of one and one-half units must include a course in personal fitness.

_____ 8. You must complete two units of foreign language for the Recommended high school program.

_____ 9. The Recommended high school program with honors requires 23 credits for graduation.

_____10. The courses you take within the Recommended high school program with honors have a greater depth of subject matter than that of the regular courses.

C. Place a check mark next to the best sources that can be used to help you find out what courses are available in high school.

__1. A handbook listing courses offered and an explanation of what information is covered in the courses

__ 2. Your school counselor

__ 3. An ex-student of your high school who graduated five years ago

__ 4. Teachers in your high school

__ 5. Attending a freshman orientation

D. Fill in the blanks of the following sentences using one of the following words:

required
career
five and one-half
three and one-half
different
electives
prerequisites
education/training
eight
seven

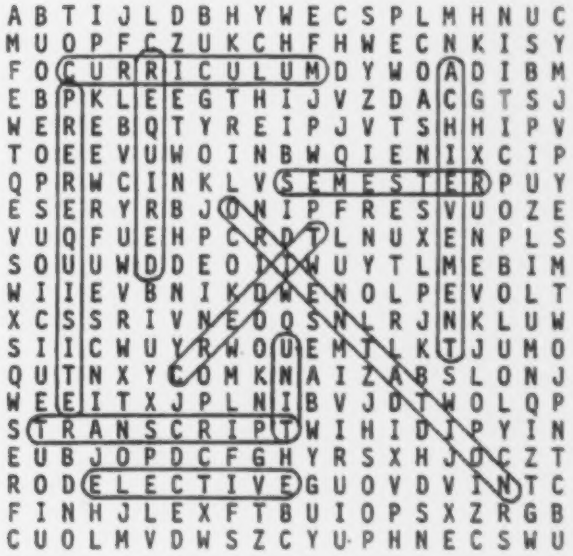
1. If you choose the Required high school program, you have ____________________ electives.
2. If you choose the Recommended high school program, you have ________________ electives.
3. You have several different courses to choose from to satisfy the ________________ courses such as English, math, and science.
4. Many courses have ______________________, which must be completed before other courses may be taken.
5. You should choose electives that will help prepare you for further ________________ and your future __________________________.

UNIT VI

Module 5: *Exploring the High School Curriculum*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



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A B T I J L D B H Y W E C S P L M H N U C
M U O P F C Z U K C H F H W E C N K I S Y
F O C U R R I C U L U M D Y W O A D I B M
E B P K L E E G T H I J V Z D A C G T S J
W E R E B Q T Y R E I P J V T S H H I P V
T O E E V U W O I N B W Q I E N I X C I P
Q P R W C I N K L V S E M E S T E R P U Y
E S E R Y R B J O N I P F R E S V U O Z E
V U Q F U E H P C R D T L N U X E N P L S
S O U U W D D E O D I W U Y T L M E B I M
W I I E V B N I K D W E N O L P E V O L T
X C S S R I V N E O O S N L R J N K L U W
S I I C W U Y R W O U E M T L K T J U M O
Q U T N X Y C O M K N A I Z A B S L O N J
W E E I T X J P L N I B V J D T W O L Q P
S T R A N S C R I P T W I H I D I P Y I N
E U B J O P D C F G H Y R S X H J O C Z T
R O D E L E C T I V E G U O V D V I N T C
F I N H J L E X F T B U I O P S X Z R G B
C U O L M V D W S Z C Y U P H N E C S W U
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1. curriculum
2. elective
3. required
4. credit
5. achievement
6. orientation
7. prerequisite
8. semester
9. unit
10. transcript

ACTIVITY SHEET 2

Grading should be based on accuracy of information presented and creativity.

ACTIVITY SHEET 3

Evaluated to the satisfaction of the teacher.

UNIT VI-5
ANSWERS TO UNIT TEST

A.	B.
1. c	1. T
2. b	2. T
3. d	3. F
4. c	4. T
5. b	5. F
6. b	6. T
7. b	7. T
8. b	8. T
9. c	9. F
10. a	10. T

C.
1. X
2. X
3.
4. X
5. X

D.
1. five and one-half
2. three and one-half
3. required
4. prerequisites
5. education/training; career

TEACHER PREPARATION

UNIT VI

Module 6: *Making/Updating Your Graduation Plan*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (VI-6-5)	1 (VI-6-9)
2 (VI-6-6, 7)	2 (VI-6-11, 12)
	3 (VI-6-13)
	4 (VI-6-14)
	5 (VI-6-15, 16, 17)
	6 (VI-6-18)

UNIT VI-6 TEST (VI-6-19, 20)

Make Transparencies of:

- TM 1 (VI-6-8)
- TM 2 (VI-6-10)

Each Student Will Need:

- for ACTIVITY SHEET 1 (VI-6-9): *Copies of your high school's course descriptions*
- for ACTIVITY SHEET 2 (VI-6-11, 12): *Copies of your high school's course descriptions and descriptions of the three graduation plan options*
- for ACTIVITY SHEET 3 (VI-6-13): *Copies of your high school's handbook*

UNIT VI

Module 6: *Making/Updating Your Graduation Plan*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VI-6-5): TERMS AND DEFINITIONS**

1. Discuss the terms and definitions.

B. **INFORMATION SHEET 2 (V1-6-6, 7): MAKING A GRADUATION PLAN**

1. Discuss reasons for making a tentative graduation plan.
2. Use **TM 1 (VI-6-8): MAKE A GRADUATION PLAN THAT WILL HELP PREPARE YOU FOR THE FUTURE** to reinforce your discussion of the information.
3. If some students have an idea of what college or university they would like to attend, assist them in finding information on the admission requirements of the college or university of their choice.
4. Note that they may have already completed a graduation plan; they will be given an opportunity to update the plan should they so desire.
5. Stress that under the new graduation requirements:
    a. The minimum number of credits that may be taken each semester is two and one-half units of credit each semester.
    b. A grade of 70 is the minimum accepted to pass a course and receive credit.
    c. The social studies requirement of two and one-half credits must be satisfied by completing three specific courses.
    d. The other language requirement of the advanced program of study must be met by taking two courses of the same language.
6. Use **ACTIVITY SHEET 1 (VI-6-9): MATCHING COURSES TO CAREERS** to help students relate high school courses to career preparation, and use **TM 2 (VI-6-10): STEPS TO COMPLETING A GRADUATION PLAN** to assist students in understanding how to complete high school schedules.

7. Give students a handout describing the three graduation plan options to assist them in completing **ACTIVITY SHEET 2 (VI-6-11, 12): CAN YOU PLAY THE HIGH SCHOOL GAME?**

8. **ACTIVITY SHEET 3 (VI-6-13): FINDING PREREQUISITES FOR REQUIRED COURSES** will assist students in identifying courses that must be taken before others and will also assist in arranging the courses into the appropriate grade levels.

NOTE

Provide for each student a high school handbook that lists the prerequisites of courses in your high school. The high school principal and/or counselor should have surplus copies of these.

9. **ACTIVITY SHEET 4 (VI-6-14): FINDING PREREQUISITES FOR ELECTIVE COURSES** will assist students in locating any prerequisites of the elective courses they wish to take.

10. **ACTIVITY SHEET 5 (VI-6-15, 16, 17): MAKING A ROUGH DRAFT OF YOUR HIGH SCHOOL SCHEDULE** will assist students in finalizing/updating their high school course choices.

    NOTE

    You may need to customize this sheet to fit your campus schedule.

    a. Provide information to assist students in completing this Activity Sheet.

    b. Because many parents have a great deal of interest in their high school student's choice of courses, having the parents' input at this point will minimize any changes at a later time.

11. Completing **ACTIVITY SHEET 6 (VI-6-18): YOU HAVE SOMETHING TO BE PROUD OF!** will provide a neat, accurate copy of each student's schedule so that it may be transferred easily to the form required for scheduling purposes by your high school. Instruct students to include this in their portfolios.

    NOTE

    You may want to use your own format instead of ACTIVITY SHEET 6.

II. Unit VI-6 Test (VI-6-19, 20)

III. Answers to Activity Sheets and Unit VI-6 Test (VI-6-21, 22, 23)

UNIT VI

Module 6: *Making/Updating Your Graduation Plan*

INFORMATION SHEET 1: TERMS AND DEFINITIONS

ADMISSION	the act of entering
FRESHMAN	a student in the ninth grade of high school
SOPHOMORE	a student in the tenth grade of high school
JUNIOR	a student in the eleventh grade of high school
SENIOR	a student in the last year of high school

INFORMATION SHEET 2: MAKING A GRADUATION PLAN

I. Reasons for Making a Graduation Plan

   A. Have the needed number of credits for graduation.

   B. Choose courses that will help prepare you for your future:

      1. Education and/or training

      2. Career

   C. Some colleges and universities have strict admission requirements:

      1. If you have an idea of what college or university you would like to attend, find out what the admission requirements are.

      2. Plan your schedule so that you will meet these requirements.

II. Points to Remember

   A. You will be given a chance every year to make changes in your schedule.

      NOTE Usually only with the approval of your counselor

   B. No more than two units of credit in physical education may be earned toward graduation requirements.

   C. A grade of 70 is the lowest you can make to pass a course and be awarded credit.

   D. Certain physical activities can substitute for the one and one-half credits of physical education required for graduation.

      NOTE Check with your school counselor if you are interested in this!

   E. If you wish to pursue the Recommended or Advanced Achievement program of study, the other language requirement must be met by taking two or more courses of the *same* language.

III. Steps to Completing a Graduation Plan

A. First, ask yourself what you want to do after high school.

1. What career do you wish to have?

2. What education and/or training must you receive?

3. Do you plan to attend a college or university?

B. Based on your decisions, decide which program of study would best prepare you for your future.

C. Find out how many credits are required for your program of study.

D. Find out what the required courses are.

E. Find out how many credits will be used by *required* courses.

F. Decide how many credits are left; this is the number that will be used for electives.

G. Choose electives that will help prepare you for your future.

H. Determine what courses are offered each year.

EXAMPLE: Some courses are for juniors and seniors only.

I. Determine the prerequisites of the courses.

EXAMPLE: English I must be taken before English II.

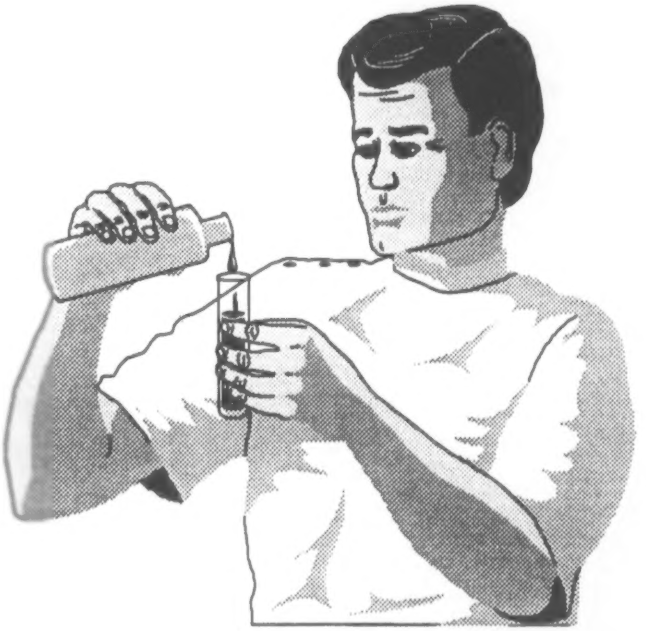
J. Fill in your required courses.

K. Fill in your electives.

L. Make sure your credits for the required courses and electives add up to the required credits for graduation.

M. Make sure your credits add up to the required credits for your program of study.

MAKE A GRADUATION PLAN THAT WILL HELP PREPARE YOU FOR THE FUTURE



TM 1

ACTIVITY SHEET 1: MATCHING COURSES TO CAREERS

DIRECTIONS: Use a copy of your high school's course descriptions to identify the courses that would be related to, or help you prepare for, a specific career you are interested in. You may also use information from other sources such as career guidebooks, on-line information, or guest speakers like a school counselor.

Job Title:

____

Related Courses:

____

____

____

____

____

____

____

____

____

____

STEPS TO COMPLETING A GRADUATION PLAN:

1. Ask yourself what you want to do after high school.
2. Based on your decision, decide which program of study best fits your needs or desires.
3. Determine the number of credits required for your program of study.
4. Determine the required courses.
5. Determine the number of credits used by required courses.
6. Decide how many credits are left--this is the number that may be used for electives.
7. Choose electives.
8. Determine the courses offered each year of your four years in high school.
9. Determine the prerequisites of the courses you plan to take.
10. Fill in your electives.
11. Make sure your credits equal those required for graduation.

TM 2

ACTIVITY SHEET 2: CAN YOU PLAY THE HIGH SCHOOL GAME?

STEP 1

What program of study do you wish to complete in high school?

____

STEP 2

How many credits do you need for graduation with the program of study stated in step 1?

____

STEP 3

How many credits of required courses do you need to graduate? ________

If you answered Recommended or Distinguished in step 1, go to step 4A.

STEP 4

How many credits do you need in these specific areas if you answered Required in step 1?

ENGLISH ______
MATHEMATICS ______
SCIENCE ______
SOCIAL STUDIES ______
ECONOMICS ______
HEALTH EDUCATION ______
P.E. (or alternative) ______
ACADEMIC ELECTIVE ______
SPEECH ______
TECH. APPLICATION ______

TOTAL ______

If the total equals the answer for step 3, go to step 5.

STEP 4A

How many credits do you need in these specific areas if you answered Recommended or Distinguished in step 1?

ENGLISH ______
MATHEMATICS ______
SCIENCE ______
OTHER LANGUAGES ______
SOCIAL STUDIES, GOV. ______
ECONOMICS ______
HEALTH ______
TECH. APPLICATIONS ______
FINE ARTS ______
P.E. ______
SPEECH ______

TOTAL ______

STEP 5

What is the minimum number of elective courses you need to graduate? ______

STEP 6

List the electives you would like to take and the number of credits you will receive:

ELECTIVES	CREDITS
__________	________
__________	________
__________	________
__________	________
TOTAL CREDITS	________

STEP 7

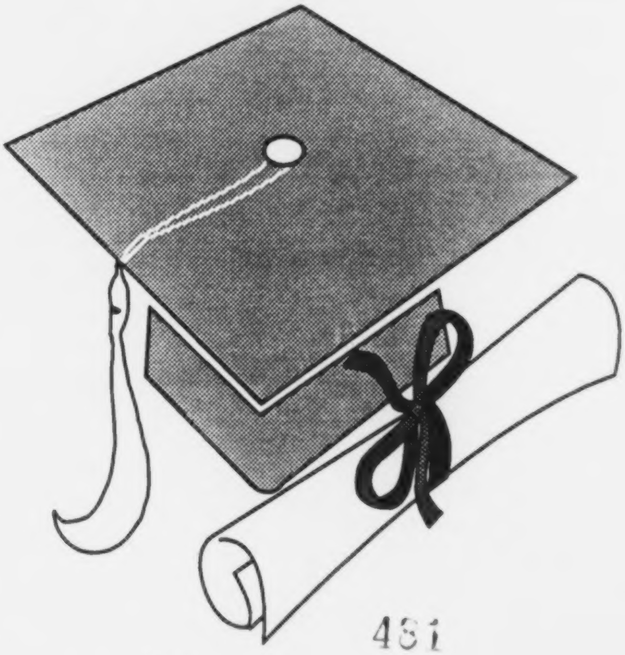
If the total for #6 is equal to or more than #5, go to step 8.

STEP 8

Is the total for step 4 or 4A and step 6 equal to or more than step 2?

YES ____ NO ____

If the answer to # 8 is yes, you win a high school diploma!



481

ACTIVITY SHEET 3: FINDING PREREQUISITES FOR REQUIRED COURSES

DIRECTIONS: Fill in the course names offered by your school for each of your required courses in English, mathematics, science, and social studies. Then check with your school handbook or visit with your school counselor to list any prerequisites for these required courses.

COURSE TITLES	PREREQUISITE(S)
English (4 credits required)	

Mathematics (3 credits required)	

Science (2-3 credits required)	

Social Studies (2 1/2 - 3 1/2 credits required)	

ACTIVITY SHEET 4: FINDING PREREQUISITES FOR ELECTIVE COURSES

DIRECTIONS:

1. List the electives you would like to take in high school.
2. List any prerequisites for these courses.

ELECTIVES	PREREQUISITES

ACTIVITY SHEET 5: MAKING A ROUGH DRAFT OF YOUR HIGH SCHOOL SCHEDULE

DIRECTIONS: Using all available information, complete a rough draft of your tentative high school schedule. First, list all required courses that can be completed during each year of high school, and then list all electives. Write the letter "R" to the left of the course if it is required and "E" if it is an elective. To the right of the course, list the number of credits you will receive. Also to the right of the course title, place a check mark next to those courses that are related to, or will help you prepare for, the career you are interested in.

FRESHMAN YEAR

E or R	Course Title	Credits
_____	1. _____________________	_____
_____	2. _____________________	_____
_____	3. _____________________	_____
_____	4. _____________________	_____
_____	5. _____________________	_____
_____	6. _____________________	_____
_____	7. _____________________	_____
_____	8. _____________________	_____

Total Required Credits _____
Total Elective Credits _____

Alternate Course: _____________________ **Credit:** _____

SOPHOMORE YEAR

E or R	Course Title	Credits
_____	1. _____________________	_____
_____	2. _____________________	_____
_____	3. _____________________	_____
_____	4. _____________________	_____
_____	5. _____________________	_____
_____	6. _____________________	_____
_____	7. _____________________	_____
_____	8. _____________________	_____

Total Required Credits _____
Total Elective Credits _____

Alternate Course: _____________________ **Credit:** _____

JUNIOR YEAR

E or R	Course Title	Credits
______	1. ______	______
______	2. ______	______
______	3. ______	______
______	4. ______	______
______	5. ______	______
______	6. ______	______
______	7. ______	______
______	8. ______	______

Total Required Credits ______
Total Elective Credits ______

Alternate Course: ______ Credit: ______

SENIOR YEAR

E or R	Course Title	Credits
______	1. ______	______
______	2. ______	______
______	3. ______	______
______	4. ______	______
______	5. ______	______
______	6. ______	______
______	7. ______	______
______	8. ______	______

Total Required Credits ______
Total Elective Credits ______

Alternate Course: ______ Credit: ______

Grand Total ______

(Add required and elective credits for all four years.)

THINGS TO DOUBLE-CHECK

YES NO

____ ____ 1. Are all required courses listed for your program of study?

____ ____ 2. Have you listed all electives required in your program of study?

____ ____ 3. Have you entered the requirements of social studies: world history or world geography, one credit; United States history, one credit; United States government, one-half credit?

____ ____ 4. Are your courses listed in the order in which they may be completed?

____ ____ 5. Have you listed courses that are prerequisites for others?

____ ____ 6. Do your total credits match what is required for graduation?

PARENT'S INPUT

I have read this ACTIVITY SHEET and agree with my son's/daughter's tentative schedule for high school. I understand that my son/daughter will have opportunities to update this schedule.

Parent's signature: ______________________________ Date: ________________

ACTIVITY SHEET 6: YOU HAVE SOMETHING TO BE PROUD OF!

DIRECTIONS: Completing a high school schedule is no easy task! You've done it! Copy your rough draft of your high school schedule below.

HIGH SCHOOL SCHEDULE

9th Grade
Year: ________

Alternate

10th Grade
Year: ________

Alternate

11th Grade
Year: ________

Alternate

12th Grade
Year: ________

Alternate

UNIT VI-6 TEST

A. Match the following terms and definitions by placing the correct number in the blank at the left.

_____1. Admission

_____2. Freshman

_____3. Junior

_____4. Senior

_____5. Sophomore

a. a student in the last year of high school

b. a student in the tenth grade of high school

c. the act of entering

d. a student in the ninth grade of high school

e. a student in the eleventh grade of high school

B. Answer the following statements True or False by placing a "T" for True or an "F" for False in the space at the left.

___ 1. One reason for making a graduation plan is that you will know you have the needed number of credits for graduation.

___ 2. Choosing courses that will prepare me for my future is not important.

___ 3. Most colleges and universities do not have any admission requirements.

___ 4. A chance will be given for you to make changes to your schedule; that is, you are not "stuck" with taking the classes you say you want now.

___ 5. A minimum of two and one-half units of credit must be taken each semester in grades 9-12.

___ 6. High school schedules should be planned to meet the admission requirements of the college or university that you desire to enter.

___ 7. A grade of 70 is the lowest you can make to pass a course for credit.

___ 8. Certain physical activities can substitute for the one and one-half credits of physical education.

___ 9. The other language requirement of the advanced program can be met by taking two ***different*** language courses.

___ 10. No more than three units of credit in physical education may be earned toward graduation.

C. The following represents a reduced version of the steps that must be completed in designing a graduation plan. Rank the following steps in the order they must be completed:

___ a. Decide how may credits are left; this is the number that may be used for electives.

___ b. Fill in your electives.

___ c. Find out how many credits will be used by required courses.

___ d. Find out what the required courses are.

___ e. Choose electives.

___ f. Decide what program of study best fits your needs or desires.

___ g. Ask yourself what you want to do after high school.

___ h. Find out how many credits are required for your program of study.

___ i. Make sure your credits add up to the total amount required for graduation.

___ j. Make sure your credits add up to the total amount required for your program of study.

UNIT VI

Module 6: *Making/Updating Your Graduation Plan*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Answers will vary.

ACTIVITY SHEET 2

STEP 1—One of the following: Required, Recommended, Distinguished

STEP 2—22, Required; 24, Recommended; 24, Distinguished

STEP 3—16.5, Required; 20.5, Recommended; 21.5, Distinguised

STEP 4—

English	4
Mathematics	3
Science	2
Social Studies	2.5
Economics	.5
Health Education	.5
P. E.	1.5
Academic Elective	1
Speech	.5
Tech. Applications	1
TOTAL	**16.5**

STEP 4A-

	RECOMMENDED	DISTINGUISHED
English	4	4
Mathematics	3	3
Science	3	3
Other Languages	2	3
Social Studies, Gov.	3.5	3.5
Economics	.5	.5
Health Education	.5	.5
Tech. Applications	1	1
Fine Arts	1	1
P. E.	1.5	1.5
Speech	.5	.5
TOTAL	**20.5**	**21.5**

STEP 5—5.5, Required; 3.5, Recommended; 2.5, Distinguished

STEPS 6-8—Evaluated to the satisfaction of the teacher; answers should be matched to electives available in your high school.

ACTIVITY SHEETS 3-4

Evaluated to the satisfaction of the teacher; answers should be checked by using your high school's handbook.

ACTIVITY SHEET 5

Should be checked carefully to ensure:

1. Required courses are listed
2. Correct number of credits needed for graduation are listed
3. All prerequisite courses are listed
4. Courses are scheduled to be taken during the years they will be offered
5. The three specific courses required to satisfy the social studies requirement are included
6. At least two and one-half units of credit are scheduled per semester

ACTIVITY SHEET 6

Evaluated to the satisfaction of the teacher.

UNIT VI-6

ANSWERS TO UNIT TEST

A.

1. c
2. d
3. e
4. a
5. b

B.

1. T
2. F
3. F
4. T
5. T
6. T
7. T
8. T
9. F
10. F

C.

a. 6
b. 8
c. 5
d. 4
e. 7
f. 2
g. 1
h. 3
i. 9
j. 10

TEACHER PREPARATION

UNIT VI

Module 7: *Educational/Training Alternatives After High School*

Copy One Per Student (if desired):

INFORMATION SHEETS:
1 (VI-7-7,8)
2 (VI-7-11)
3 (VI-7-17, 18, 19, 20)

ACTIVITY SHEETS:
1 (VI-7-9, 10)
2 (VI-7-13)
3 (VI-7-14)
4 (VI-7-16)
5 (VI-7-22)
6 (VI-7-23)
7 (VI-7-24)

UNIT VI-7 TEST (VI-7-25, 26, 27, 28, 29)

Make Transparencies of:

- TM 1 (VI-7-12)
- TM 2 (VI-7-15)
- TM 3 (VI-7-21)

Additional Preparation:

- Students will need access to career information resources for this unit.

UNIT VI

Module 7: *Educational/Training Alternatives After High School*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VI-7-7, 8): TERMS AND DEFINITIONS**

1. Go over the terms and definitions with the students.
2. Stress to the students the importance of understanding these terms in planning their futures after high school.
3. Have the students complete **ACTIVITY SHEET 1 (VI-7-9, 10): EDUCATIONAL/TRAINING ALTERNATIVES PUZZLE.**
4. Have the students discuss the definitions of the terms.

B. **INFORMATION SHEET 2 (VI-7-11): WHAT DO YOU DO AFTER HIGH SCHOOL?**

1. Discuss with the students why they need to know what their options are.

NOTE Parents may be good resources as guest speakers to give examples from their career experiences.

2. Using **TM 1 (VI-7-12): WHAT DO YOU DO AFTER HIGH SCHOOL,** discuss what type of education/training could be found under each option.
3. Have students complete **ACTIVITY SHEET 2 (VI-7-13): INTERVIEWING FOR ALTERNATIVES.**
    a. Have the students give their presentations using the information they obtained in completing ACTIVITY SHEET 2.
    b. You may wish to invite one of the people who was interviewed to speak to your class.

4. Using **ACTIVITY SHEET 3 (VI-7-14): CASE STUDY,**
    a. Divide your class into 5 groups.
    b. Assign each group a case on which to work.
    c. Have each group select a spokesperson to inform the class of the outcome of their discussions.
5. Use **TM 2 (VI-7-15): MOVING UP IN THE WORLD** to stimulate discussion on higher level occupations.
6. Explain that the expense and time invested in receiving more education and/or training will usually qualify a person for a higher level occupation.
7. Explain that employers feel that a person who has received additional education and/or training will be better prepared to perform the job tasks.
8. Use **ACTIVITY SHEET 4 (VI-7-16): WHAT ARE THE FACTS?** to reinforce this area of instruction.
    a. Give students instructions on using the available reference materials.
    b. Have students share their evaluations with the class.
    c. You will need to locate answers from current resource materials before assigning this activity.

C. **INFORMATION SHEET 3 (VI-7-17, 18, 19, 20): EXPLORING EDUCATIONAL ALTERNATIVES**

1. Using the information provided, discuss with the class each of the alternatives.
2. Give students the opportunity to add to the list of occupations available in each of the educational/training alternatives.
3. Invite representatives from each of the educational/training alternatives to speak to your classes and answer questions.

NOTE If possible, take students to an educational/training site near you.

4. Use **TM 3 (VI-7-21): LOOKING AT YOUR ALTERNATIVES** to promote class discussion.

5. Have students complete **ACTIVITY SHEET 5 (VI-7-22): MATCHING EDUCATIONAL/ TRAINING ALTERNATIVES WITH OCCUPATIONS.** Point out that many of these occupations could have more than one educational/training alternative.

6. Have students complete **ACTIVITY SHEET 6 (VI-7-23): CAREERS AND TRAINING.**

    a. Ask students to read the list of occupations they have under each alternative.

    b. List these occupations on the chalkboard under each heading.

    c. Point out to the students the large number of possible occupations within each area.

7. Using **ACTIVITY SHEET 7 (VI-7-24): RESOURCES AND CAREERS,** instruct students on how to find and use the resource materials in order to complete the activity.

NOTE

Check with the school counselor concerning resources that provide educational/training information. Make these available to your students.

II. Unit VI-7 Test (VI-7-25, 26, 27, 28, 29)

III. Answers to Activity Sheets and Unit VI-7 Test (VI-7-31, 32, 33)

UNIT VI

Module 7: *Educational/Training Alternatives After High School*

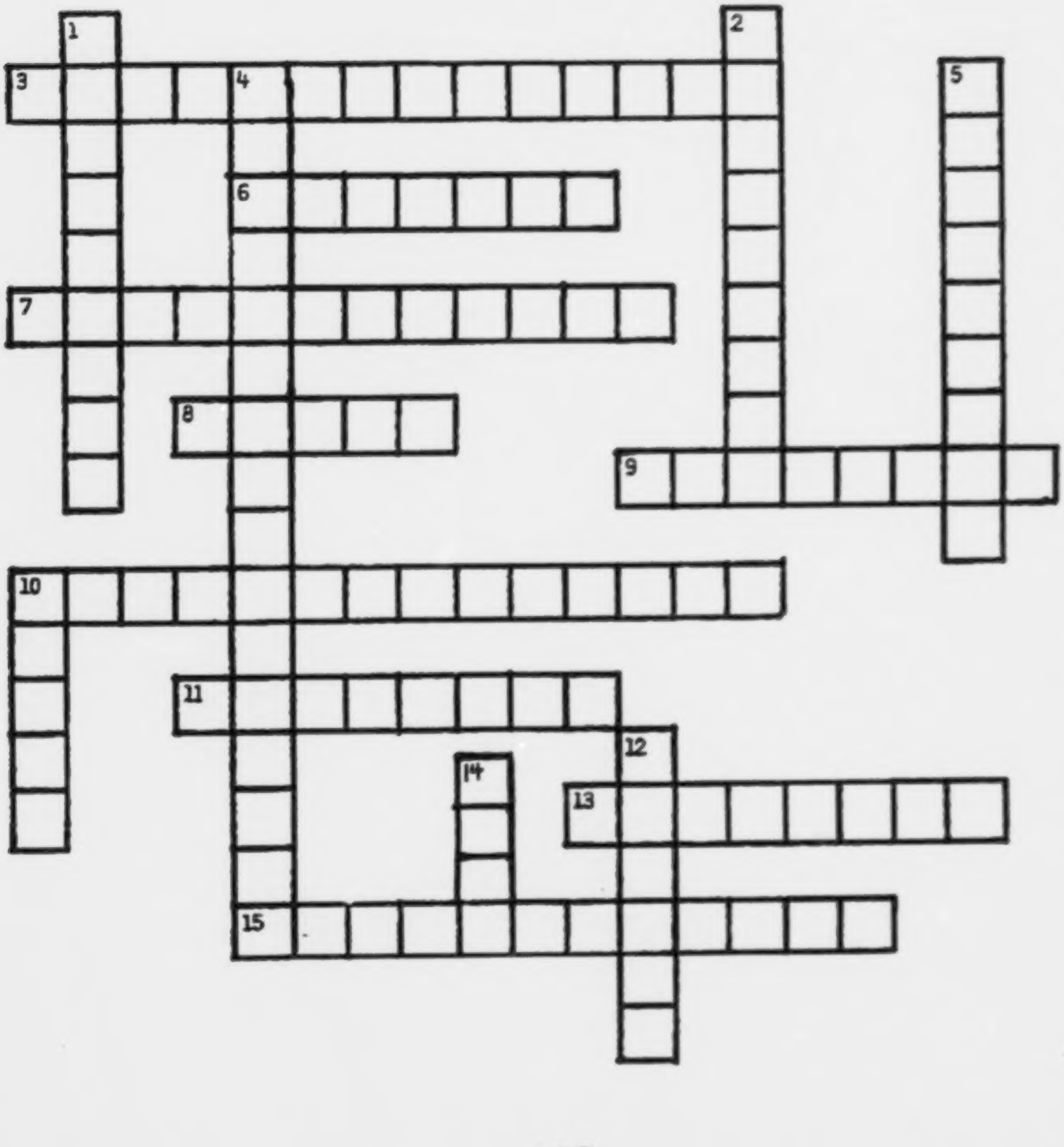
INFORMATION SHEET 1: TERMS AND DEFINITIONS

ADULT PROGRAMS	courses offered by colleges, school systems, the YMCA/YWCA, and other agencies that focus on work skills and broadening general educational backgrounds
APPRENTICESHIP	formal training program that often combines classroom instruction with full-time work in a trade or craft
BUSINESS, TRADE, AND TECHNICAL SCHOOLS	training provided by these schools focuses on specialized jobs; placement services are often part of the program **EXAMPLE:** computer technician; welder
COMMUNITY, JUNIOR, AND TECHNICAL COLLEGES	two-year colleges offering a wide variety of programs leading to specialized training **EXAMPLE:** auto technician, medical assistant
CORRESPONDENCE SCHOOLS	additional training and/or education is obtained by completing lessons at home instead of in a classroom
ENTREPRENEURSHIP	the organizing, managing, and operating of a small business by an individual
FOUR-YEAR COLLEGES AND UNIVERSITIES	offer four-year programs resulting in preparation for specific jobs; the bachelor's degree (the lowest degree given by most four-year universities) is awarded upon completing specified courses **EXAMPLE:** teacher, accountant
GRADUATE OR PROFESSIONAL SCHOOLS	completion of an undergraduate degree is required for enrollment; graduates receive master's and doctoral degrees upon completion of a specified number of courses; professional schools offer preparation and training for doctors, lawyers, etc.
INVENTORY	the record of the amount of products or goods you have on hand

MILITARY TRAINING	provided by branches of the military; the trainee is paid while receiving classroom and/or on-site training
	EXAMPLE: aircraft mechanic, heavy equipment operator
ON-SITE TRAINING	training for jobs that require short periods of training is received while working for someone who knows the job well; the trainee is paid while the training occurs
	EXAMPLE: salesperson, factory machine operator
TUITION	money paid to a school, college, or agency for classes taken

ACTIVITY SHEET 1: EDUCATIONAL/TRAINING ALTERNATIVES PUZZLE

DIRECTIONS: Using the terms and definitions given in Information Sheet 1, complete the crossword puzzle below.



ACROSS

3. Training and/or education obtained by completing lessons at home

6. Money paid to a school, college, or agency for classes taken

7. Four-year colleges or __________________ give a bachelor's degree upon graduation

8. Business, _____________, and technical schools often provide job placement

9. _______________ training is provided by branches of the military

10. A formal training program that combines classroom instruction with full-time work

11. Upon graduation from the school, students receive a master's or doctoral degree

13. These schools, along with trade and technical schools, provide specialized training

15. _________________ schools offer preparation and training for doctors, lawyers, etc.

DOWN

1. Name for a two-year college which might train an auto mechanic

2. A name for one of the two-year colleges which provide specialized training

4. Organizing, managing, and operating of a small business by an individual

5. The record of the amount of products or goods you have on hand

10. ________________ programs are offered to broaden general education background and work skills

12. One of the names for two-year colleges

14. On-_____ training: training for jobs that require short periods of training received while working with someone who knows the job well.

INFORMATION SHEET 2: WHAT DO YOU DO AFTER HIGH SCHOOL?

I. Why You Need To Know What Your Options Are

  A. There are many options available to you after high school.

  B. Knowing what your options are will:

    1. Save you time
    2. Save you money

  C. Knowing what your options are will help you choose the program that will best prepare you for the career that you wish to pursue.

  D. Having more education/training in a field will usually qualify you for a higher level occupation.

II. Your Options Are:

  A. Receiving more education

    1. Community or Junior College
    2. Four-year colleges and universities
    3. Graduate and professional schools

  B. Learning a skill or trade

    1. Enroll in a community, junior, or technical college
    2. Enroll in a correspondence school
    3. Enroll in a business, trade, or technical school

  C. Learning a skill while you get paid

    1. Enroll in an apprenticeship program
    2. Receive military training
    3. Take part in on-site training

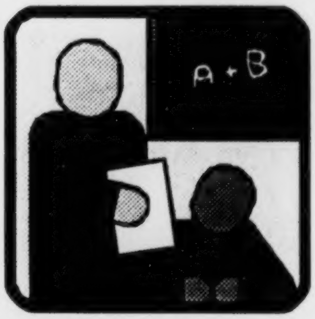
  D. Broadening your experiences

    1. Take adult education programs
    2. Attend seminars and workshops that interest you

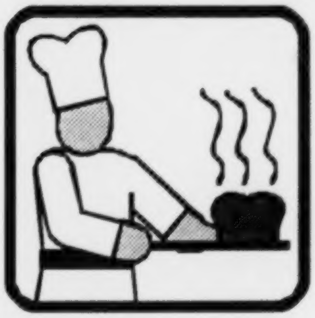
  E. Starting your own business (entrepreneurship)

WHAT DO YOU DO AFTER HIGH SCHOOL?

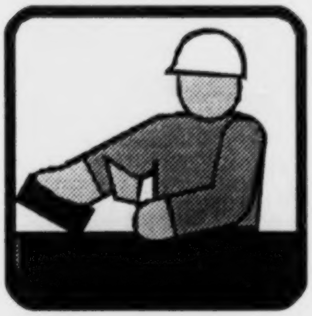
Receive More Education



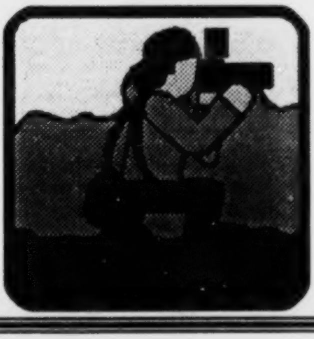
Learn a Skill or Trade



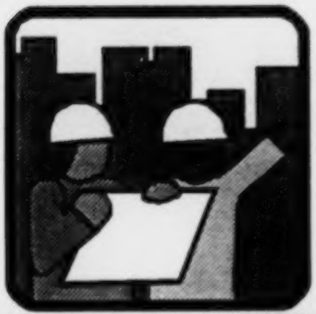
Learn a Skill While You Get Paid



Broaden Your Experiences



Start Your Own Business



TM 1

ACTIVITY SHEET 2: INTERVIEWING FOR ALTERNATIVES

DIRECTIONS: To obtain information on one educational/training alternative which interests you, interview one or more persons who have completed that type of training. Be prepared to give a three-minute report using the information you obtained.

Include in your report the names of the persons you interviewed and their occupations.

QUESTIONS YOU MIGHT WISH TO ASK:

1. How long did it take to complete the education/training?
2. How did you get started in the educational/training program?
3. Were any skills required prior to entering the educational/training program?
4. Whom did you contact for information about the education/training?
5. Can you give the names of other people who have completed the training?
6. How much did the education/training cost?
7. How has the education/training helped you in your career?
8. Would you recommend this type of education/training to others?

ACTIVITY SHEET 3: CASE STUDY

DIRECTIONS: Divide the class into five groups. Using the case studies below and resources in the classroom, have each group discuss an educational plan that would fit the case study.

CASE STUDY #1 Jerry Moore is a senior at Hillcrest High School. He is interested in becoming an auto technician. What type of educational/training program should Jerry plan?

CASE STUDY #2 Irma Gonzales is a junior at Ridgemont High School. She is interested in becoming a registered nurse. What type of educational/training program should Irma plan?

CASE STUDY #3 Daniel Evans is a junior at Highlight High School. He is interested in becoming a computer programmer. What type of educational/training program should Daniel plan?

CASE STUDY #4 Beverly Harris is a senior at Uptown High School. She is interested in becoming a newspaper journalist. What type of educational/training program should Beverly plan?

CASE STUDY #5 Tom Chan is a junior at Riverdale High School. He is interested in becoming a dentist. What type of educational/training program should Tom plan?

MOVING UP IN THE WORLD

TRAINING TIME REQUIRED:

9-10 years	**PHYSICIAN**
6-7 years	**NURSE PRACTITIONER**
3-5 years	**REGISTERED NURSE**
1 year	**LICENSED PRACTICAL NURSE**
Completion of High School Nurse's Aide Program or Trained On-site	**NURSE'S AIDE**

TM 2

ACTIVITY SHEET 4: WHAT ARE THE FACTS?

DIRECTIONS: Using reference materials available to you, answer the questions below for each of the careers listed. Be prepared to discuss your findings.

1. How many years of education/training are required for each of the following careers?

2. What are the estimated yearly earnings you would receive if employed in the career?

CAREER	**YEARS OF TRAINING**	**YEARLY INCOME**
Dentist	________	________
Dental hygienist	________	________
Veterinarian	________	________
Registered nurse	________	________
Physical therapist	________	________
Dietitian	________	________
Pharmacist	________	________
Auto Mechanic	________	________
Medical Laboratory Worker	________	________
Plumber	________	________
Computer Network Engineer	________	________

YOUR EVALUATION

Based on the above findings, answer the following question:

Would a worker with more education and experience qualify for a higher level occupation within a career field?

Give two examples from the above findings to support your answer.

____

____

INFORMATION SHEET 3: EXPLORING EDUCATIONAL ALTERNATIVES

I. Adult Education Programs

  A. Courses are offered by colleges, school systems, the YMCA/YWCA, and other agencies.

  B. Courses are often offered in the evening or on Saturday.

  C. These courses can help people add to or improve their work skills and broaden their general educational background.

  D. The courses are usually inexpensive.

  E. Subjects taught range from bookkeeping to upholstering to current events.

  F. Increasingly, courses and degrees are available via the Internet.

II. Apprenticeships

  A. An apprenticeship is a training program that combines classroom instruction with full-time training in a trade or craft.

  B. Most programs can be completed in two to four years.

  C. The number of openings is limited.

  D. Most apprentices work a 40-hour week and take classes two nights a week.

  E. Workers trained through apprenticeship programs include:

    1. Bricklayers
    2. Carpenters
    3. Plumbers
    4. Electricians
    5. Photo-engravers
    6. Tool and die makers

III. Business, Trade, and Technical Schools

  A. The training usually consists of instruction in job tasks of specialized jobs.

  EXAMPLE: Secretarial schools, computer technician schools

  B. Job placement services are often part of the program.

  C. The length of training varies from several weeks to two years.

D. Programs at these schools usually train students for specialized jobs such as:

1. Secretary
2. Bookkeeper
3. Welder
4. Cosmetologist
5. Computer programmer

IV. Community, Junior, and Technical Colleges

A. Two-year colleges typically offer a wide variety of programs, including specialized training, as well as associate degrees.

B. Programs last from one month to two years.

C. Programs can lead directly to employment.

D. Transfer programs are offered which allow students to go on to a four-year college.

E. Costs vary greatly from no tuition, small charges, and high tuition costs (particularly private colleges).

F. Programs are offered to train (among others):

1. Auto technicians
2. Computer programmers
3. Commercial artists
4. Dental hygienists
5. Medical assistants
6. Nurses
7. Interior decorators
8. Engineering technologists

V. Correspondence

A. Study lessons are mailed to students and completed at home instead of in a classroom.

B. Some students complete high school graduation requirements or build their job skills through correspondence study.

C. Learning by mail may require completing a reading assignment and then writing answers to a series of questions, preparing and submitting a project, and completing tests.

D. College credit may be granted for some correspondence courses. (A test taken at the training site is often required before credit is granted for correspondence studies.)

E. Many correspondence students work full-time.

F. Job skills that can be learned by correspondence include:

1. Bookkeeping
2. TV/radio repair
3. Drafting

VI. Four-year Colleges and Universities

A. Many programs offered by four-year colleges and universities prepare students for specific jobs.

B. Some colleges offer cooperative programs in such areas as engineering and business administration that allow students to alternate semesters of coursework with paid work experience in their areas of study.

C. The cost at four-year colleges and universities varies greatly. Colleges and universities supported by the state are usually less expensive than private schools.

D. Training is offered in areas such as:

1. Teaching
2. Engineering
3. Accounting
4. Home Economics
5. Chemistry

VII. Graduate and Professional Schools

A. You must first complete an undergraduate degree--usually four years of college--in order to be admitted to graduate school.

B. Some professional schools will admit students after their junior year of college.

C. Graduate schools offer courses for:

1. Sociologists
2. Geologists
3. Psychologists
4. Mathematicians
5. Physicists
6. Counselors

D. Professional schools offer courses for:

1. Lawyers
2. Designers
3. Dentists
4. Veterinarians
5. Medical doctors

VIII. Military Training

A. There are 1,500 different jobs for which branches of the military offer training. Many of these are similar to jobs available in civilian life.

B. Training may include on-site training and classroom study, or both.

C. Military trainees are paid during training.

D. The military prepares people for jobs such as:

1. Automotive Technician
2. Heavy Equipment Operator
3. Dental Technician
4. Computer Programmer
5. Physician Assistant
6. Purchasing Agent

IX. On-site Training

A. On-site training is often provided for jobs that require short training periods.

B. Trainees are paid while they learn.

C. The employer who provides the training decides who will be eligible.

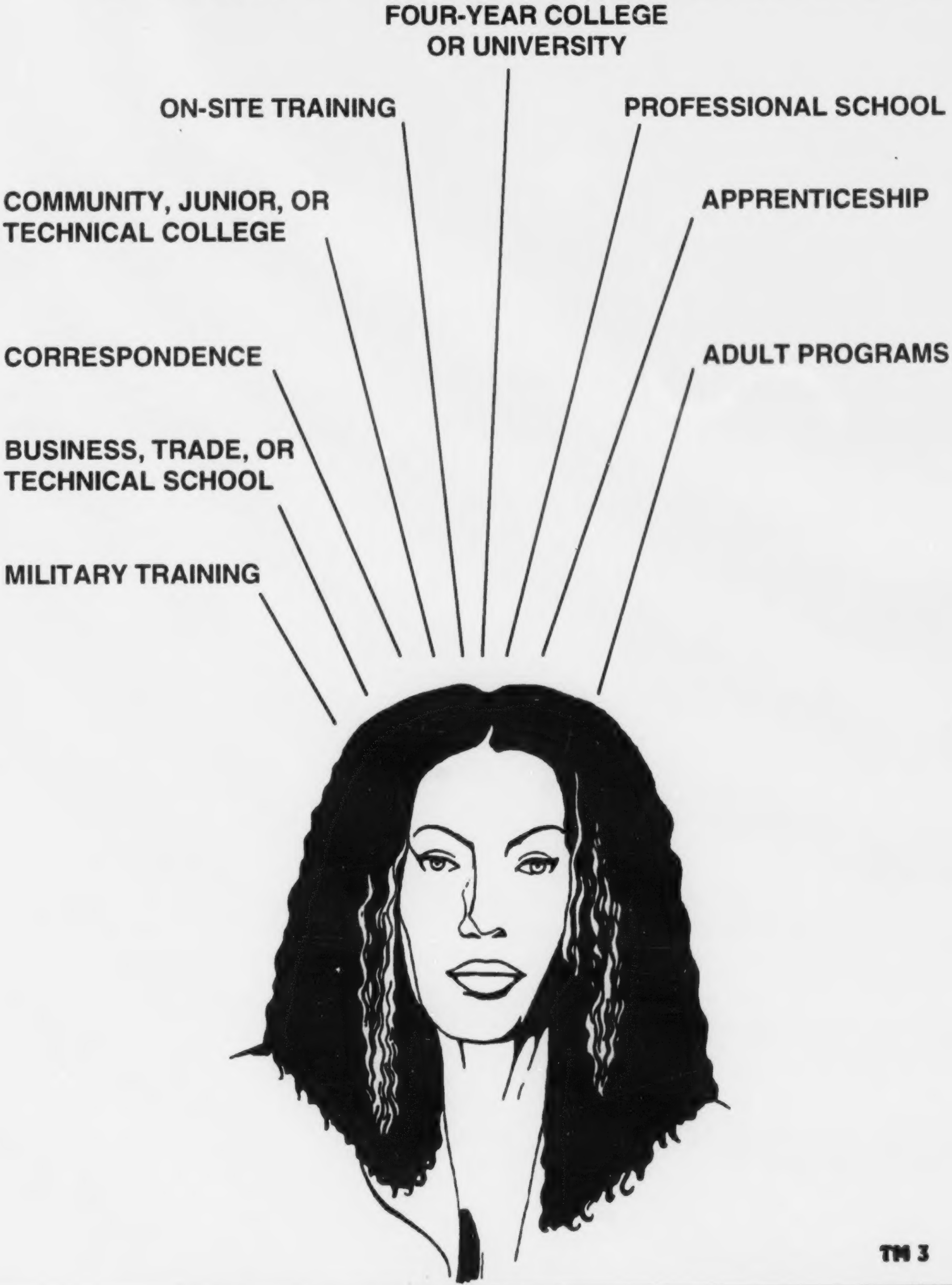
D. The job is taught by someone who knows the job well.

E. Jobs that require from three weeks to several months to learn may make use of on-site training.

F. Examples of jobs that may be learned by this method are:

1. Factory Machine Operator
2. Nursery Worker
3. Store Manager
4. Shoe Repairer
5. Salesperson

LOOKING AT YOUR ALTERNATIVES



FOUR-YEAR COLLEGE
OR UNIVERSITY

ON-SITE TRAINING

PROFESSIONAL SCHOOL

COMMUNITY, JUNIOR, OR
TECHNICAL COLLEGE

APPRENTICESHIP

CORRESPONDENCE

ADULT PROGRAMS

BUSINESS, TRADE, OR
TECHNICAL SCHOOL

MILITARY TRAINING

TM 3

ACTIVITY SHEET 5: MATCHING EDUCATIONAL/TRAINING ALTERNATIVES WITH OCCUPATIONS

DIRECTIONS: Match the occupation to the type of training that would be best suited to the occupation.

NOTE Some occupations may be matched with more than one type of training.

Be prepared to discuss why you think the occupation would require that training.

TRAINING

____ 1. Adult education programs

____ 2. Apprenticeship

____ 3. Business, trade, and technical schools

____ 4. Community, junior, and technical colleges

____ 5. Correspondence

____ 6. Entrepreneurship

____ 7. Four-year colleges and universities

____ 8. Graduate and professional schools

____ 9. Military training

____10. On-site training

OCCUPATION

a. Teacher

b. Bookkeeper

c. Welder

d. Computer Programmer

e. Nurse

f. Bricklayer

g. TV/Radio Repairer

h. Shoe Repairer

i. Small Business Owner

j. Dentist

ACTIVITY SHEET 6: CAREERS AND TRAINING

DIRECTIONS: For each educational alternative shown below, list five possible occupations which might require that training.

A. Apprenticeship

1.
2.
3.
4.
5.

B. On-site training

1.
2.
3.
4.
5.

C. Business, trade, and technical schools

1.
2.
3.
4.
5.

D. Community, junior, and technical colleges

1.
2.
3.
4.
5.

E. Military Training

1.
2.
3.
4.
5.

F. Four-year colleges and universities

1.
2.
3.
4.
5.

G. Correspondence

1.
2.
3.
4.
5.

H. Graduate and professional schools

1.
2.
3.
4.
5.

ACTIVITY SHEET 7: RESOURCES AND CAREERS

DIRECTIONS: Select a career that interests you. Using the resource materials available to you, answer the following questions and list the resource and page number you used.

1. What skill or skills are required to qualify for the career?

2. What type of education/training would you need in order to obtain those skills?

3. What educational/training alternative would provide you with that training? (If more than one educational/training alternative is available, pick the one you feel best meets your needs.)

4. What are the requirements for entering the educational/training program?

UNIT VI-7 TEST

A. Match the terms to their definitions by placing the correct letter in the space at the left.

__ 1. offer four-year programs resulting in preparation for specific jobs

__ 2. money paid to a school, college, or agency for classes taken

__ 3. courses offered by colleges, school systems, the YMCA/YWCA, and other agencies that focus on work skills and broadening general education backgrounds

__ 4. graduates receive master's and doctoral degrees upon completion of a specified number of courses

__ 5. the trainee is paid while receiving classroom and/or on-site training; provided by branches of the military

__ 6. additional training and/or education is obtained by completing lessons at home

__ 7. two-year colleges that offer a wide variety of programs leading to specialized training

__ 8. the record of the amount of products or goods you have on hand

__ 9. good for jobs that require short periods of training; you work with someone who knows the job well

__10. the organizing, managing, and operating of a small business by an individual

__11. school which provides training for specialized jobs

__12. formal training program that combines classroom instruction with full-time work in a trade or craft

a. Adult programs

b. Apprenticeship

c. Business, trade, and technical schools

d. Community, junior, and technical colleges

e. Correspondence

f. Entrepreneurship

g. Four-year colleges and universities

h. Graduate school

i. Inventory

j. Military training

k. On-site training

l. Tuition

B. Read each of the questions carefully. Answer each question based on the information you have learned about educational/training alternatives. Think about what you want to say before you start writing.

1. Give one reason why it is important for you to know what your educational/training alternatives are.

2. Name two of the options you have in planning your educational/training program.

   A.

   B.

3. List two careers in which you are interested. Identify the education/training that would best prepare you for these careers.

   A.

   B.

4. Will having more education/training in a field usually qualify you for a higher level occupation?

C. Complete the statements below by selecting the best answer and writing the letter in the blank.

__ 1. Adult education programs are offered by:

a. only colleges
b. colleges, school systems, the YMCA/YWCA, and other agencies
c. only professional organizations
d. all of the above
e. none of the above

__ 2. Adult education programs are usually offered:

a. evenings or Saturdays
b. in the summer
c. mornings
d. Tuesdays

__ 3. Adult education programs are:

a. only for low income families
b. for the wealthy only
c. often expensive
d. usually inexpensive

__ 4. Apprenticeships combine classroom instruction with:

a. home study
b. full-time work in a trade or craft
c. military training
d. part-time work in an area

__ 5. Workers trained through apprenticeships programs include:

a. bricklayers
b. doctors
c. nurses
d. secretaries

__ 6. Openings for apprenticeship programs are:

a. easy to find
b. limited
c. unavailable
d. unlimited

__ 7. Business, trade, and technical schools train students for careers in:

a. art
b. bookkeeping
c. nursing
d. science

__ 8. The length of training in business, trade, and technical schools:

a. is always two years
b. never exceeds six months
c. takes four years
d. varies from several weeks to two years

__ 9. The cost at community, junior, and technical colleges:

a. is always expensive
b. is always inexpensive
c. is the same at all institutions
d. varies among institutions

__ 10. Programs offered at community, junior, and technical colleges include:

a. computer programming
b. interior decorating
c. nursing
d. all of the above

__ 11. Correspondence courses are completed:

a. at four-year colleges and universities
b. at home by mail
c. at local community colleges
d. on-site

__ 12. Courses taken by correspondence include:

a. drafting
b. farming
c. nursing
d. all of the above

__ 13. Four-year colleges and universities train students for careers in:

a. accounting
b. chemistry
c. teaching
d. all of the above

__ 14. Tuition at four-year colleges and universities:

a. is always set by the state
b. is expensive
c. never changes
d. varies greatly

__ 15. Graduate schools offer courses which prepare students for careers as:

a. counselors
b. lawyers
c. secretaries
d. welders

__ 16. Professional schools offer courses which prepare students for careers as:

a. accountants
b. medical doctors
c. secretaries
d. welders

__ 17. Military training prepares those enlisted for jobs such as:

a. aircraft mechanics
b. barbers
c. counselors
d. ministers

__ 18. Training you receive in the military will:

a. be limited to one or two areas
b. prepare you for all civilian jobs
c. prepare you for careers with the military only
d. prepare you for many civilian jobs

__ 19. On-site trainees:

a. are not paid
b. are paid while they learn
c. complete written assignments at home
d. learn on their own

__ 20. On-site training prepares workers for careers as:

a. factory machine operators
b. nursery workers
c. store managers
d. all of the above

UNIT VI
Module 7: *Educational/Training Alternatives After High School*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

ACROSS

3. correspondence
6. tuition
7. universities
8. trade
9. military
10. apprenticeship
11. graduate
13. business
15. professional

DOWN

1. community
2. technical
4. entrepreneurship
5. inventory
10. adult
12. junior
14. site

ACTIVITY SHEET 2

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 3

CASE STUDY 1 - Jerry might consider a community, junior, or technical college, on-site training, etc.

CASE STUDY 2 - Irma might consider attending a business, trade, or technical school, community, junior, or technical college, or a four-year college or university.

CASE STUDY 3 - Daniel might consider military training, business, trade, or technical school, or community, junior, or technical college.

CASE STUDY 4 - Beverly might consider a community, junior, or technical college, or a four-year college or university.

CASE STUDY 5 - Tom might consider a four-year college or university, then a professional school.

NOTE The answers to these case studies may vary from the answers provided.

ACTIVITY SHEET 4

The answers will vary according to resource materials used. You will need to locate answers from current resource materials before assigning this activity.

ACTIVITY SHEET 5

1. b
2. f
3. c
4. e
5. g
6. i
7. a
8. j
9. d
10. h

ACTIVITY SHEET 6

NOTE Answers may vary. If Information Sheet is used to answer questions, the following would be correct.

A.
1. bricklayer
2. carpenter
3. plumber
4. electrician
5. tool and die maker

B.
1. salesperson
2. nursery worker
3. store manager
4. shoe repairer
5. factory machine operator

C.
1. secretary
2. bookkeeper
3. welder
4. auto body repairer
5. court recorder

D.
1. auto technician
2. nurse
3. medical assistant
4. cosmetologist
5. computer programmer

E.
1. aircraft mechanic
2. heavy equipment operator
3. computer programmer
4. purchasing agent
5. dental technician

F.
1. teacher
2. engineer
3. accountant
4. home economist
5. chemist

G.
1. bookkeeper
2. TV / radio repairer
3. drafter
4. interior decorator
5. commercial artist

H.
1. counselor
2. sociologist
3. lawyer
4. dentist
5. medical doctor

ACTIVITY SHEET 7

Evaluated to the saftisfaction of the teacher.

UNIT VI-7
ANSWERS TO UNIT TEST

A.

1. g
2. l
3. a
4. h
5. j
6. e
7. d
8. i
9. k
10. f
11. c
12. b

B.

1. Any one of the following:

   - It will save you time
   - It will save you money
   - It will help you choose the program that will best prepare you for the career that you wish to pursue

2. Any two of the following:

   - Receive more education
   - Learn a skill or trade
   - Learn a skill while you get paid
   - Broaden your experiences
   - Start your own business

3. Evaluated to the satisfaction of the teacher.

4. yes

C.

1. b
2. a
3. d
4. b
5. a
6. b
7. b
8. d
9. d
10. d
11. b
12. a
13. d
14. d
15. a
16. b
17. a
18. d
19. b
20. d

TEACHER PREPARATION

UNIT VII

Module 1: *Productive Work Habits*

Copy One Per Student:

ACTIVITY SHEETS:
1 (VII-1-5)
2 (VII-1-7, 8)
3 (VII-1-9, 10)

UNIT VII-1 TEST (VII-1-11)

Make Transparencies of:

- TM 1 (VII-1-6)

UNIT VII

Module 1: *Productive Work Habits*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **ACTIVITY SHEET 1 (VII-1-5): WHAT DO EMPLOYERS SAY?**

NOTE

Before beginning this activity, talk with your local Chamber of Commerce, tech prep office, or state employment agency to get a list of employers that would cooperate in helping students complete the interview form. Some students may know employers to contact, but you may have several students who will need help in finding respondents.

1. Use this activity to make the connection between school rules and behaviors and work habits. Discuss the importance of forming good habits that will be assets in the world of work.

2. Review student-generated forms carefully for spelling and clarity of wording. Be sure the form is to the point and can be filled out by the employer quickly. Emphasize that every mailed form should include a self-addressed, stamped envelope for the employer's response. Students should send a thank-you note to every employer who responds.

3. Talk with the students about face-to-face interviews. Be sure students call ahead to set an appointment to bring the form to the employers. Talk about appropriate dress and conversation for the workplace. Students should send a thank-you note to every employer who responds.

4. It is very important to discuss the forms when they have been returned. Students may see common threads among employers who have similar types of businesses. They should also see that, regardless of the business or industry, employers are all concerned with productive work habits.

B. **ACTIVITY SHEET 2 (VII-1-7, 8): WHAT WILL YOUR BOSS EXPECT FROM YOU?**

1. Students should have the Activity Sheet to complete while you use **TM 1 (VII-1-6): WHAT WILL YOUR BOSS EXPECT FROM YOU?** to guide the class discussion. Have a student read the first description out loud, and see if the class can name the characteristic. Uncover "honesty," the first term, and have students write it in the blank at the top of the first description. Continue this procedure throughout the seven characteristics described on the student activity sheet.

2. As each characteristic is discussed, have the class members talk about its application at school and the consequences of not applying this characteristic at school. How does that compare to the application and consequences found in the business world?

C. **ACTIVITY SHEET 3 (VII-1-9, 10): THINK POSITIVE!**

1. Use this activity to focus students' attention on their own attitudes. This activity will not be graded, only checked for completion.

2. After students have completed the survey, talk about the behaviors that accompany different attitudes. How might these attitudes and their accompanying behaviors influence an employer's positive or negative evaluation of an employee?

II. Unit VII-1 Test (VII-1-11)

III. Answers to Activity Sheets and Unit VII-1 Test (VII-1-13)

UNIT VII

Module 1: *Productive Work Habits*

ACTIVITY SHEET 1: WHAT DO EMPLOYERS SAY?

DIRECTIONS: Students should be in groups of three or four. Each group needs a recorder and a reporter. Have each group generate a list of ten rules that should be followed at school. Place a "W" by each rule that could carry over to the workplace. Rank the workplace rules in order of importance. Put a one next to the rule(s) that you consider the least important work habit(s) and a five by the most important work habit(s).

As each group reports, the teacher should write the rules on the chalkboard. After the first group, add only the rules from the other groups that are different from the ones already listed. Discuss how these rules build habits that are needed in the workplace. Discuss the problems that might arise if a person does not build good habits by abiding by these rules.

Now, have the students identify those rules they feel would be important in the workplace. Begin by selecting ones already on the board and adding any others that students have thought of as the discussion centered on the workplace progresses. Each group should compose a "work habits evaluation form". When approved by the teacher, the form should be copied so that each group member has two copies. Each student should mail or personally ask two employers to rate the work behaviors on the form using this scale: 1--does not apply; 2--never important; 3--sometimes important; 4--always important; and 5--definitely a must!

NOTE

Remember to give students who will be mailing the form a self-addressed school envelope with postage for the employer to use when returning the evaluation form.

When the forms are back from the employers, have the groups reconvene to tally the ratings for their group's employers. Each group should report to the class so that the groups can compare the employers' ratings.

WHAT WILL YOUR BOSS EXPECT FROM YOU?

HONESTY

PUNCTUALITY

WILLINGNESS TO LEARN

LOYALTY

ABILITY TO GET ALONG

WILLINGNESS TO TAKE RESPONSIBILITY

COOPERATION

TM I

ACTIVITY SHEET 2: WHAT WILL YOUR BOSS EXPECT FROM YOU?

DIRECTIONS: Choose the word that best describes each statement below.

1. This means more than not taking things which do not belong to you. It means giving a fair day's work for a fair day's pay. It means carrying out your side of the bargain. It means that your words should convey true meaning and actual happenings. Thoughts, as well as actions, should be honest. An employer will do much to keep an employee who is strictly honest.

   ____

2. Tardiness means being late to work, and absenteeism means being off the job for one reason or another. Both are poor work habits and lead to reduced production. It is, of course, sometimes necessary to take time off from work. But, there is a principle involved. The employer has a right to expect employees to be on the job unless there is some very good reason for staying away. At minimum, employees should inform the boss that they are not to be counted upon for that day. It is an insult to the employer and fellow workers to stay away without sending word to the employer. Courtesy alone demands that an employee let the employer know if he or she cannot come to work on time.

   ____

3. Every business has its own way of doing things; employees are expected to learn them. It may be, for example, that the way things are done in an actual work situation is quite different from the way an employee learned in a training program. Often, employees resent having to accept change or improvements in retraining. However, employers think they have a right to expect their employees to be willing to make the effort. Business success depends on methods being kept up-to-date to meet competition and show a profit. Keeping up-to-date means profits to the employer, and profits mean jobs for workers.

   ____

4. Employers feel that they have a right to expect their employees to be "for" them, to keep their interests in mind, to speak well of them to others, to keep any minor troubles strictly within the crew or job, and to keep absolutely confidential matters that pertain to the business. Both employers and employees should remember that loyalty is not something to be demanded; it is to be deserved and earned.

   ____

5. This is perhaps the most highly prized of all the desirable employee traits. To some, the ability to get along with people seems to come as a gift; to others, it comes only as a result of painstaking thought and training. To acquire this ability, one must learn to think of people as individuals, to be able to be put one's self in another person's place, and to sincerely want to get along well with others.

    ____

6. Most employers expect their employees to see what needs to be done, then go ahead and do it.

    ____

7. This means work together. In the modern business world, cooperation is the keynote to getting things done. Even two people cannot work together well unless there is some understanding as to what work will be done, when it will be done, and who will do it. Sharing the work load and depending on fellow employees to get their share done on time is essential to business operations.

    ____

ACTIVITY SHEET 3: THINK POSITIVE!

Attitudes are learned and can change over time with different experiences. Attitudes can affect the way we think, act, and feel. New attitudes can be learned and old attitudes can be discarded. The key to developing positive attitudes is practice. Here's a way to look at your attitudes toward others and situations you face. This survey will help you determine how positive or negative you tend to be overall. It will help you decide if there are any areas needing "attitude adjustment." Circle the number beside each question which most closely represents your answer. Go with your first reaction.

Scale: 5 = Yes
4 = Mostly yes
3 = Sometimes yes, Sometimes no
2 = Mostly no
1 = No

1.	Am I friendly and congenial?	5	4	3	2	1
2.	Do I refrain from being a complainer?	5	4	3	2	1
3.	Can I be optimistic when others are depressed?	5	4	3	2	1
4.	Do I control my temper?	5	4	3	2	1
5.	Do I speak well of others?	5	4	3	2	1
6.	Do I feel "well" most of the time?	5	4	3	2	1
7.	Do I follow directions willingly, asking questions when necessary?	5	4	3	2	1
8.	Do I keep my promises?	5	4	3	2	1
9.	Do I organize my work and keep up with it?	5	4	3	2	1
10.	Do I readily admit my mistakes?	5	4	3	2	1
11.	Is it easy for me to like nearly everyone?	5	4	3	2	1
12.	Can I stick to a tiresome task without being prodded?	5	4	3	2	1
13.	Do I realize my weaknesses and attempt to correct them?	5	4	3	2	1
14.	Can I take being "teased"?	5	4	3	2	1
15.	Do I avoid feeling sorry for myself?	5	4	3	2	1

16.	Am I courteous to others?	5	4	3	2	1
17.	Am I neat in my personal appearance and work habits?	5	4	3	2	1
18.	Do I respect the opinions of others?	5	4	3	2	1
19.	Can I adapt to new and unexpected situations readily?	5	4	3	2	1
20.	Do I refrain from sulking when things go differently than I'd like?	5	4	3	2	1
21.	Am I a good listener?	5	4	3	2	1
22.	Am I the kind of friend I expect others to be?	5	4	3	2	1
23.	Can I disagree without being disagreeable?	5	4	3	2	1
24.	Can I take criticism without being resentful or feeling hurt?	5	4	3	2	1
25.	Am I punctual?	5	4	3	2	1
26.	Am I careful to pay back all loans?	5	4	3	2	1
27.	Do I generally look at the bright side of things?	5	4	3	2	1
28.	Does my voice usually sound cheerful?	5	4	3	2	1
29.	Can I work with an individual I may dislike?	5	4	3	2	1
30.	Am I pleasant to others even when I am unhappy about something?	5	4	3	2	1
31.	Do I show enthusiasm for the interests of others?	5	4	3	2	1
32.	Do I tend to be enthusiastic about whatever I do?	5	4	3	2	1
33.	Am I honest and sincere with others?	5	4	3	2	1

WHAT IS YOUR TOTAL?

165-132: Your positive attitude is terrific!
131-109: You positive attitude is definitely admirable.
108-73: Your attitude needs work in certain areas.
below 73: Whoops! Let's start working on a more positive attitude today!

UNIT VII-1 TEST

DIRECTIONS: Based on employer interviews and class discussion, give examples of productive work habits. Describe the connection between the positive habits formed at school and successful employment.

UNIT VII
Module 1: *Productive Work Habits*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Evaluated to the satisfaction of the teacher.

ACTIVITY SHEET 2

1. honesty
2. punctuality
3. willingness to learn
4. loyalty
5. ability to get along
6. willingness to take responsibility
7. cooperation

ACTIVITY SHEET 3

Responses will vary.

UNIT VII-1
ANSWERS TO UNIT TEST

Evaluated to the satisfaction of the teacher.

TEACHER PREPARATION

UNIT VII

Module 2: *Effective Team Membership*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (VII-2-7)	1 (VII-2-8)
	2 (VII-2-10)
	3 (VII-2-11)
	4 (VII-2-12)
	5 (VII-2-13)
	6 (VII-2-14)
	7 (VII-2-15)
	8 (VII-2-16)

UNIT VII-2 TEST (VII-2-17, 18)

Make Transparencies of:

- TM 1 (VII-2-9)

Each Student Will Need:

- for ACTIVITY SHEET 3 (VII-2-11): *markers, scissors, glue, paper and other materials to design an advertisement*

UNIT VII

Module 2: *Effective Team Membership*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **INFORMATION SHEET 1 (VII-2-7): WHY WORK IN TEAMS?**

1. Use this activity to begin class discussion of teamwork. Discuss any examples the class members may know about the growing use of teamwork in the business world.
2. If you know of employers in your area who would be willing to speak to the class about teamwork in business and industry, contact them.

B. **ACTIVITY SHEET 1 (VII-2-8): CHARACTERISTICS OF AN EFFECTIVE TEAM MEMBER.**

1. Divide the class into pairs for this activity. Give instructions written on the Activity Sheet.
2. Be sure to allow only five minutes for the brainstorming activity; otherwise students will lose focus.
3. When time is called, display **TM 1 (VII-2-9): CHARACTERISTICS OF AN EFFECTIVE TEAM MEMBER.**
4. During the class discussion, get input from all groups.
5. Tally points and announce the winner.
6. Have each student write the full list of effective team member characteristics discussed and place this "effective team member profile" in his/her portfolio.

C. **ACTIVITY SHEET 2 (VII-2-10): INHERITANCE, ENTREPRENEURSHIP, AND TEAMWORK**

1. Divide the class into small groups (try to have no more than four students per group).
2. Closely monitor groups to help keep them on task, but do not help with decision making--that must be the group's responsibility.
3. Set a time limit for completion based on the ability of the class membership.

D. **ACTIVITY SHEET 3 (VII-2-11): THE AD TEAM**

1. Instruct the class to get into the same groups used in ACTIVITY SHEET 2.

2. Again, set a reasonable time limit and monitor groups, but leave all decision making to group membership.

E. **ACTIVITY SHEET 4 (VII-2-12): WRITING JOB DESCRIPTIONS**

1. Instruct the class to get into the same groups used in ACTIVITY SHEETS 2 and 3.

2. Again, set a reasonable time limit and monitor groups, but leave all decision making to group membership.

F. **ACTIVITY SHEET 5 (VII-2-13): GROUP TEAMWORK EVALUATION**

1. This activity may be completed in either of the following ways:

   a. Have each student fill out an evaluation form independently and then get back in their groups to compare their independent evaluations of the group, *or*

   b. Have each group reconvene to fill out the form together as a group.

2. After the forms have been completed and discussed in the groups, have a whole-class discussion about teamwork and its effect on the quality of work and quantity of work the groups accomplished.

G. **ACTIVITY SHEET 6 (VII-2-14): MY PERFORMANCE AS A TEAM MEMBER**. Have each student complete a personal evaluation and place it in his/her portfolio.

H. **ACTIVITY SHEET 7 (VII-2-15): EMPLOYEE/CUSTOMER RELATIONS**

1. Use this activity to focus students' attention on employee/customer relations and their effect on business success.

2. Conduct a whole-class discussion after everyone has completed this activity sheet. Keep the discussion positive. Remember the focus: the effect positive and negative customer/employee relations have on business.

I. **ACTIVITY SHEET 8 (VII-2-16): POSITIVE RESPONSES TO NEGATIVE EXPERIENCES**

1. Instruct each student to answer the first question independently.

2. Divide students into small groups of three or four students each (which ever results in equal groups).

3. Have students in each group number off from 1-4 (or 1-3, depending on the number in each group).

4. Ask each "number one" to read his/her customer/employee relations problem from the top of ACTIVITY SHEET 8. Let the other group members discuss how to handle the situation in a positive manner. Tell the students to discuss the resolution in terms of an appropriate response from the customer, the supervisor or employer, and from the employee. Limit the time for discussion to five minutes so that all students will have a turn.

5. At the end of the first five minute discussion period, have all the "number ones" rotate to another group.

6. Now ask each "number two" to read his/her incident from the top of ACTIVITY SHEET 8. Again, give the group five minutes to discuss.

7. At the end of this second five minute discussion period, have all the "number twos" rotate to another group.

8. Continue discussing incidents and rotating among groups until all students have had their incidents discussed.

9. Now have students return to their own desks and complete the remainder of ACTIVITY SHEET 8 independently.

II. Unit VII-2 Test (VII-2-17, 18)

III. Answers to Activity Sheets and Unit VII-2 Test (VII-2-19)

UNIT VII

Module 2: *Effective Team Membership*

INFORMATION SHEET 1: WHY WORK IN TEAMS?

American business and industry leaders are encouraging team work and are looking for employees with skills in effective team membership. Here are some of the reasons why:

- A small group can solve problems more quickly and more creatively than one person acting alone.
- Team members can use combined talents and strengths to overcome each individual's weaknesses.
- Team members can rely on each other for encouragement to reach production or quality goals and for accountability to see that goals are reached on time.
- Change occurs so rapidly in the modern workplace that sending all employees for retraining would be too expensive. One person from a team can be trained, then come back to share the new information and skills with the other team members.
- Each employee puts more effort into a work task if he/she feels that the team is counting on him/her.

ACTIVITY SHEET 1: CHARACTERISTICS OF AN EFFECTIVE TEAM MEMBER

DIRECTIONS: Divide the class into pairs. Give the following instructions:

You will have five minutes to generate a list of characteristics of a good team member. What is it that makes a person work well on a team? What are people like that you want in your group when you're assigned a project? Write those characteristics on your list. At the "times up" signal, all pens and pencils should go down. I'll show you my list on the overhead. Your team gets five points for every word, or reasonable synonym, that your list and mine have in common. Your team will get extra points for every characteristic of an effective team member that was not on my list.

CHARACTERISTICS OF EFFECTIVE TEAM MEMBERS

COOPERATIVE

PARTICIPATES

LISTENS

ENCOURAGES OTHER TEAM MEMBERS

RESOLVES CONFLICT WITHOUT ANGER

ENTHUSIASTIC

PUNCTUAL

DEPENDABLE

COMMUNICATES IDEAS WELL

SHARES IDEAS AND MATERIALS

TM 1

ACTIVITY SHEET 2: INHERITANCE, ENTREPRENEURSHIP, AND TEAMWORK

Congratulations! You and your friends have just inherited $100,000 from a long-lost English teacher. As this seems the chance of a lifetime, you have decided to open your own business. You are investing every penny of the $100,000 so it's got to be good! What kind of business are you going to open? Will you offer a product or service? Describe it thoroughly. Since this money belongs to each one of you, be sure everyone participates in the decisions. Think TEAMWORK.

ACTIVITY SHEET 3: THE AD TEAM

You should be in your same teams from ACTIVITY SHEET 2. You should have your product or service planned. Remember that this business will be funded with your combined inheritance money. *Everyone* must participate in the decisions. The task for this activity is to design a billboard advertising your business. Be creative in designing the artwork, slogan, and contact information. Think TEAMWORK!

ACTIVITY SHEET 4: WRITING JOB DESCRIPTIONS

Get back with your business partners. Now that you have planned your business and have completed a billboard for advertising, you need to begin thinking about employees. You have decided to hire three employees. Write a job description for each one. You will also need to write a newspaper ad for each of the three positions. Be very specific about the skills you expect people applying for the position to possess and the work habits and attitudes that you will require them to have. Remember, everyone's inheritance is needed for the development of the business, so work to include all team members in these decisions. You won't have enough money to start the business if anyone backs out. Think TEAMWORK!

ACTIVITY SHEET 5: GROUP TEAMWORK EVALUATION

Name: ________________________________ Team # ______________

DIRECTIONS: Under each statement below, place a check mark next to the answer or answers that best describe the performance of your group in the previous activity.

1. Our team members worked cooperatively with each other

   ___ most of the time
   ___ about half the time
   ___ less than half the time

2. Member contributions

   ___ Everyone in the group contributed ideas.
   ___ Two or three members contributed ideas.
   ___ Only one member contributed ideas.

3. The work to be done was shared

   ___ by everyone
   ___ by one or two team members

4. Team encouragement

   ___ Team members said positive things to encourage each other.
   ___ Most comments between team members were negative.
   ___ Team members did not say positive or negative things to each other, we just talked about the work.

5. When a team member was talking

   ___ everyone was listening
   ___ it was hard to get the group's attention

6. When we didn't agree

   ___ We found a way to compromise and everyone kept working.
   ___ One person's idea was used, but in a way that made everyone comfortable and we all kept working.
   ___ One person's idea was used, but others felt left out.

ACTIVITY SHEET 6: MY PERFORMANCE AS A TEAM MEMBER

Name: ______________________ Team # ______________

DIRECTIONS: Under each statement below, place a check mark next to the answer or answers that best describe your performance as a team member in the previous activity.

1. I worked cooperatively with other team members . . .

   ___ throughout the activity
   ___ about half the time
   ___ less than half the time

2. I contributed to the group with . . .

   ___ ideas
   ___ suggestions
   ___ effort

3. I shared the work that was done

   ___ yes
   ___ no

4. I encouraged other team members

   ___ I gave encouragement to all other team members.
   ___ I gave encouragement to one or two other team members.
   ___ I didn't give encouragement to any other team member.

5. I listened to other team members' ideas

   ___ yes
   ___ no

6. When I did not agree with the other members

   ___ I tried to see their point and compromised.
   ___ I insisted that I was right.

ACTIVITY SHEET 7: EMPLOYEE/CUSTOMER RELATIONS

Answer these questions:

1. As a customer, does it matter to you how you are treated by employees where you shop or eat?

   ____

2. Have you ever stopped doing business at a store or restaurant because you didn't feel you were treated well?

   ____

3. Is there a place of business that you feel does a better job of handling customer/employee relations than other places? If yes, what do they do that makes them different?

   ____

   ____

   ____

4. If you were an employer, what three things would you tell your employees about employee/customer relations?

   1)

   2)

   3)

ACTIVITY SHEET 8: POSITIVE RESPONSES TO NEGATIVE EXPERIENCES

Write one customer/employee problem you have encountered in a place of business.

After the group discussions, what do you believe would be the most productive solution to the problem?

Customer Response:

Employer/Supervisor Response:

Employee Response:

UNIT VII-2 TEST

A. List five characteristics of an effective team member.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

B. Give two reasons that business and industry are using teams more to complete work tasks.

1. ____
____
2. ____
____

C. From your experience in the teamwork activities in this unit, what do you feel is the most important characteristic of an effective team member? Tell why.

____
____
____
____

D. As an employer:

1. How would you describe the importance of positive customer/employee relations?

____
____
____
____

2. Give three guidelines you would have your employees follow in dealing with customers appropriately.

UNIT VII

Module 2: *Effective Team Membership*

ANSWERS TO ACTIVITY SHEETS

Answers to all Activity Sheets will vary. Each should be evaluated to the satisfaction of the teacher.

UNIT VII-2

ANSWERS TO UNIT TEST

A. Students may give any five characteristics listed on TM 1 and/or additional responses generated during classroom discussion or in guest speakers' remarks.

B. Students may give any two reasons listed on INFORMATION SHEET 1 and/or additional responses generated during classroom discussion or in guest speakers' remarks.

C. Answers will vary.

D. Answers will vary.

TEACHER PREPARATION

UNIT VIII

Module 1: *How Change Affects You*

Copy One Per Student (if desired):

INFORMATION SHEETS:	ACTIVITY SHEETS:
1 (VIII-1-6)	1 (VIII-1-5)
	2 (VIII-1-7)

UNIT VIII-1 TEST (VIII-1-8)

UNIT VIII
Module 1: *How Change Affects You*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **ACTIVITY SHEET 1 (VIII-1-5): CHANGE IS INEVITABLE**

NOTE

> This is a homework activity. You may want to give this assigment to the students several days before the beginning of this unit.

1. Use ACTIVITY SHEET 1 to introduce the fact that change is universal. It affects individuals, the community as a whole, and jobs.

2. Let students know that the results of their interviews will be discussed first in small groups, then each group will report to the class as a whole. When each group reports to the class, students will not need to give specific changes in the respondent's life, but will categorize the overall changes that were included in their research. For example, the groups will try to classify change such as more or less crime in the community, an increase or decrease in the population, increased use of technology in the workplace, and more or less employment.

3. Give students several days to complete their interviews so that everyone can participate in the group discussions.

B. **INFORMATION SHEET 1 (VIII-1-6): CHANGE WILL AFFECT YOU.** Use this Information Sheet to point out the many different aspects of each person's life that are continually changing.

C. **ACTIVITY SHEET 2 (VIII-1-7): GOOD NEWS/BAD NEWS**

1. Use ACTIVTY SHEET 2 to help students see that change has both positive and negative aspects.

2. Discuss the different perceptions of change that were held by group members. Some changes might have initially been seen as negative by all group members, while other changes may have been viewed as positive by some and as negative by other group members.

3. Emphasize the fact that it is important to be able to think through both the positive and negative aspects of change before forming a set position. This ability to see both sides of change and weigh the impact of both will be a great benefit in future career and personal decision making.

II. Unit VIII-1 Test (VIII-1-8)

NOTE

Give the students the opportunity to work both in class and at home for several days on this test. Encourage them to be thorough and to express both sides of the societal change as thoughtfully as they can. You may want to talk with the English teacher about using this activity as an interdisciplinary assignment.

III. Answers to Activity Sheets and Unit VIII-1 Test (VIII-1-9)

UNIT VIII

Module 1: *How Change Affects You*

ACTIVITY SHEET 1: CHANGE IS INEVITABLE

Change is a constant process. Sometimes it occurs so slowly that we don't realize the small day-to day changes that are taking place. Other changes come more rapidly and we must make obvious adjustments in our everyday lives. Change affects our daily living activities, our relationships, and our careers.

DIRECTIONS: Interview a parent, teacher, neighbor, or community business person to obtain the following information.

Name of Person Interviewed: ______________________________

List five changes that have occurred in this community over the last ten years.

1.

2.

3.

4.

5.

Describe three changes that have occurred in your job in the last five years.

1.

2.

3.

INFORMATION SHEET 1: CHANGE WILL AFFECT YOU

I. Governmental Changes

  A. Laws are passed to fulfill the needs and/or wants expressed by the public.

  EXAMPLE: Minimum age for a driver's license

  B. Public officials are elected in hopes of changing those things that the public desires.

  EXAMPLE: Tax laws

II. Medical Changes

  A. New discoveries or changes are made to increase life spans.

  EXAMPLE: Dietary recommendations and new surgery techniques

  B. New discoveries or changes are made to help us live more comfortably.

  EXAMPLE: New antibiotics

III. Technological Changes

  A. Products are created that make work easier.

  EXAMPLE: Riding lawn mowers

  B. Products are created that improve information gathering and processing.

  EXAMPLE: weather satellites

ACTIVITY SHEET 2: GOOD NEWS/BAD NEWS

DIRECTIONS: To become aware of both the advantages and disadvantages of change, divide into five groups. The teacher will assign each group a number from one to five. Your group should discuss the problem stated below for your assigned group number.

GROUP 1: You have been moved from the day shift to the night shift.

GROUP 2: You must work an increased amount of overtime next month.

GROUP 3: You have been laid off.

GROUP 4: You have been transferred to another state.

GROUP 5: You have been moved up to a supervisor's position.

Try to imagine yourself in this situation. In your group, discuss as many advantages and disadvantages of your situation as possible. List below:

ADVANTAGES	DISADVANTAGES

Present your group's situation and the list you generated to the class. Why was it helpful to look at the advantages and the disadvantages? Did you change your initial impression about the situation after both the positive and negative aspects had been discussed?

UNIT VIII-1 TEST

Compose a one-page report explaining the positive and the negative aspects of one example of societal change.

UNIT VIII

Module 1: *How Change Affects You*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1 and 2

Will vary from student to student. Should be evaluated based upon completeness and student participation.

UNIT VIII-1

ANSWERS TO UNIT TEST

Test should be evaluated not on personal opinions expressed by students, but on their thoroughness in addressing the topic and the clarity in expression.

TEACHER PREPARATION

UNIT VIII

Module 2: *Careers and Change*

Copy One Per Student (if desired):

ACTIVITY SHEETS:
1 (VIII-2-5)
2 (VIII-2-7)

UNIT VIII-2 TEST (VIII-2-8)

Make Transparencies of:

- TM 1 (VIII-2-6)

UNIT VIII
Module 2: *Careers and Change*

TEACHER OVERVIEW

I. Information and Activity Sheets

A. **ACTIVITY SHEET 1 (VIII-2-5): TIMELINE OF CHANGE**

1. Use ACTIVITY SHEET 1 to introduce the concept of using a timeline to illustrate change over time.

2. Use **TM 1 (VIII-2-6): PERSONAL TIMELINE** as a sample timeline.

B. **ACTIVITY SHEET 2 (VIII-2-7): CAREER CHANGES TIMELINE**

1. This Activity Sheet will allow students to practice using a timeline to portray the changes that have occurred in a specific career over a period of ten years.

2. You may want to assign this as a group activity and invite people from the community to come to speak to a small group that is researching a particular career. In that case you would select the careers to be researched by the groups according to the availability of the community "experts" who are willing to talk with a small group.

3. Other sources of information would include past issues of magazines and trade journals kept in the public library, *Occupational Outlook Handbooks* from past years in the school library, history teachers, or the Internet.

II. Unit VIII-2 Test (VIII-2-8)

NOTE Students will need to work both at school and at home for several days on this test. Encourage predictions based on trends and emerging technology that are discussed in the literature. This is not an activity for "wild guessing." You may want to talk with English, economics, and marketing teachers about using this test as an interdisciplinary assignment.

III. Answers to Activity Sheets and Unit VIII-2 Test (VIII-2-9)

UNIT VIII

Module 2: *Careers and Change*

ACTIVITY SHEET 1: TIMELINE OF CHANGE

The majority of change occurs as a gradual progression, rather than an immediate transformation. Because of this, we are not always aware of the amount of change that is taking place in our lifetimes. It is interesting to mark events on a timeline so that subtle, but progressive, change is more visible.

In order to practice completing a timeline, draw one that represents your lifetime from birth to present.

- Place events on the timeline to demonstrate a few developmental milestones such as your first tooth, learning to walk, or your first words.
- Place events on the timeline to show changing interests such as free time activities (sports, activities, or clubs).
- Place events on the timeline to show educational progress such as entry and completion of elementary and junior high shcol.
- Place any other events on your timeline that you remember as significant.

PERSONAL TIMELINE (example)

- born
- learned to walk
- summer in Florida
- started school
- got new teeth
- tonsil operation
- baby sister born
- broke my arm
- California vacation
- in school Christmas play
- won baseball award
- made Little League baseball team
- built a tree house
- started middle school
- science fair award
- started high school

TM 1

ACTIVITY SHEET 2: CAREER CHANGES TIMELINE

Change not only affects individuals and products, it has a definite impact on the world of work. Every current career has developed as a result of change or has evolved to be what it is today through adjustments made in response to societal change. Create a timeline covering the last ten years which outlines the changes that have occurred in one of the careers listed below or a different career of your choosing that has been approved by your teacher. Remember to include such aspects of change as:

- an increase or decrease in the number of people employed in the career,
- the machinery, technology, or equipment used in the career,
- the preparation and training of employees, or
- the work environment.

Include any other kinds of changes that may be unique to your selected career.

mechanic
doctor
astronomer
high school teacher
television repair technician
farmer
computer game developer
engineer
cosmetologist/beautician
lawn maintenance worker
meteorologist
emergency medical technician

secretary
commercial artist
computer network engineer
police officer
accountant
housing construction supervisor
photo lab technician
web page designer
bank teller
real estate agent
funeral director
welder

UNIT VIII-2 TEST

Labor market information provides insight into jobs and employment trends. One source of labor market information that you may have used in this course is your State Occupational Information Coordinating Committee. You can get free information concerning jobs, training, outlook, and wages by contacting this state resource. Another labor market information resource with which you have become familiar in this course is the *Occupational Outlook Handbook*. This government publication contains information such as nature of the work, working conditions, employment statistics, training, job outlook, earnings, related occupations, and sources of additional information. You can probably find an *Occupational Outlook Handbook* in your school library or public library. Your state employment agency also has labor market information. Other sources of labor market information are newspapers, community colleges, technical schools, union and apprenticeship programs, Bureau of Labor Statistics, professional journals or newsletters, the Internet, and even friends and family.

As you research career possibilities, you should consult as many kinds of labor market information sources as you can to help in gathering information about the career. The more information you have concerning the educational requirements, the availability (currently and in the future) of job openings, earnings potential, the working environment, and the nature of work, the more likely you are to be prepared for employment in a career that offers you a strong future.

Forecast a job profile ten years in the future for a career in your interest area. Research your career using at least three sources of labor market information. Additional information which you locate concerning societal and economic trends will be helpful. Use a timeline to illustrate your forecast. After your teacher has evaluated your work, place it in your career portfolio. It will be interesting to take it out ten years from now to see how accurate you were!

UNIT VIII

Module 2: *Careers and Change*

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEETS 1 and 2

Will vary from student to student. Should be evaluated based upon completeness and student participation.

UNIT VIII-2

ANSWERS TO UNIT TEST

Evaluation should be based upon the student's use of resources and evidence of understanding the role that labor market information plays in career research.

Compliance Statement

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 22375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except when age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.